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AUTHOR Fishhaut, Erna H.
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ABSTRACT

This report presents the findings of a survey of child care needs in three counties of Minnesota. The survey was designed to provide information in the following areas: (1) the number of children needing child care service, (2) the types of child care services desired by parents, (3) the knowledge and understanding of child care services as expressed by parents, (4) the existing patterns of child care, and (5) the circumstances and situations which might affect the determination of future programs. Respondents were 100 mothers from rural areas and 100 mothers from a metropolitan area, randomly chosen, but representing families having at least one preschool child. The findings are divided into five sections: the families, the working women, the children, the child care arrangements, and the caregivers. Each section provides a summary of findings and numerous data tables. Concluding chapters attach some of the myths about child care services in light of the survey's findings and present an outline of recommendations for developing a course of action to meet area needs. A glossary is included. (CS)

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CARING IS BECOMING ACCOUNTABLE

A STUDY OF CHILD CARE NEEDS
FOR THE TRI-COUNTY ACTION PROGRAM, INC.

1973

by

Erna H. Fishhaut

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PART I.

A NEED FOR CARING

"As things stand, all too many children enter first grade already handicapped for life--hobbled by unsolved health problems, limited life experiences, emotional deficiencies. At the same time, all too many mothers from middle income as well as poor families are effectively denied a choice about whether or not to use their abilities in work outside the home."

Everyone knows that children need care, and we have some general ideas about what the word "care" implies. We know too, that parents (at least in our society) have the primary responsibility for providing their children with care. Yet, "Good care outside the home, at a price most families can afford, is available for only a small percentage of families," according to Mary Keyserling in Windows on Day Care.² She further states, "Children of working mothers are by no means the only ones in urgent need of developmental day care. There are about 2-1/2 million children under the age of six in families in poverty whose mothers do not work. Many of these families are unable to provide them with the kind of care which would give them an equal chance with others. There are many handicapped children whose parents cannot meet their special needs at home. There are many mothers who are students or who are in work training programs preparing to help make their families self-sufficient, few of whom can find or afford the kind of care they want for their children when they must be away from home. In need of quality care are the numerous other children whose parents desire them to benefit by it."

Knowing these things to be true, we have, as a nation begun to translate our concerns to action in the field of child care. The action has been slow, however. Though President Nixon talked about a national commitment to young children in 1969, and the White House Conference of 1970 called for laws to provide comprehensive child care, the bill that Congress developed and passed was vetoed and has not been replaced.

"AMERICA'S CHILDREN HAVE NOT DISAPPEARED: CHILD CARE NEEDS HAVE NOT DISAPPEARED EITHER. IN FACT, THE NEEDS ARE GREATER THAN EVER."³

¹Day Care Who Needs It? League of Women Voters, 1973.

²Keyserling, Mary. Windows on Day Care? National Council of Jewish Women, 1972.

³Day Care Who Needs It.

The needs are not denied by many. On the contrary, most people agree that they exist. The disagreement begins when the question of responsibility arises. Because of the complicated nature and the high cost of comprehensive developmental services, many groups have remained aloof. They express a concern--they say they do care--but they do not act.

This report was made possible because one group defined caring as being accountable.

Tri-County Action Programs, Inc. found that there was a need to expand and diversify their services to meet some obvious needs of children and families in this area. Although their traditional five day week, classroom based Head Start program was good and was well received in the community, it was not enough.

In the past few years the TRI-CAP Head Start Program has developed a full year Day Care program and a Home Start program to supplement the regular Head Start Service.

Experience in operating the expanded program has shown that the needs of children and indeed the needs of communities vary widely within the three county area served. It also became clear that adequate information for planning services was not available. Parents and staff felt that even their best efforts in planning were based on assumptions rather than current, accurate statistical information.

So, in 1973, the TRI-CAP Head Start Policy Council, wanting to develop a three year program plan that would effectively serve the needs of the children in this diverse community, authorized this study.

This report then is about the need for child care services in Stearns, Sherburne and Benton Counties in Minnesota. Its purpose is to stimulate a need for caring in the community that can be translated into accountability.

What concerns are raised here? Very briefly, the report found that:

- 29.5% of the mothers of preschool age children are employed outside their home
- 61% of those who work do so in order to help cover "basic living expenses"
- 17% of mothers must make secondary or multiple arrangements for child care (sometimes 3 or 4 arrangements in one family)
- 25% of the children are cared for in the homes of non-relatives (only 2% of which are licensed as required by Minnesota Statute).

- 20% of the children aged 6-13, are alone for some part of the time mother works.
- 1/3 of the mothers do not work day time hours.
- 27.5% of the children are cared for by their fathers while mothers work, which raises the question of the effect on family life when parents must work two separate shifts.
- only 3% of the caregivers are appropriately trained
- 9.5% of the caregivers are under 18 (7.8% are under 15)
- Almost 20% of those families in which the mother works might qualify for free care, according to current government standards.
- 90% of the families using care have incomes which would allow them to deduct full cost of child care from their income tax but their choices of care are limited because of the lack of licensed, reasonably priced resources.
- The number of children reported by their mothers as "handicapped" is so low that it raises serious questions about screening and diagnosis--early intervention.
- Only 1/2 of those who are seen by their mothers as handicapped are receiving some type of service.
- When a child is ill, 7.7% of the mothers keep an older brother or sister home from school to care for the child who is sick.
- Only 11.5% of the mothers stated an interest in after school care, though 42.5% of the children are in this age range.
- Knowledge about child care services is very limited and this is an important factor in selection and evaluation of services.

PART II.

CARING IS NOT ENOUGH

The decision to survey the needs of children in the community served by TRI-CAP was the first step taken to demonstrate that caring is being accountable. In order to begin to look at the children, it was necessary to take a closer look at the community which includes Benton, Sherburne and Stearns Counties with a total population of 134,585 people. St. Cloud comprises 27.3% of this number, with 36,691 people. In other words, roughly 98,000 people live in suburban and rural areas of the counties. The population distribution, by county, according to the 1970 U.S. Census data is shown in Table 1.

TABLE 1. POPULATION DISTRIBUTION IN TRI-COUNTY AREA

Pop. Groups	Benton	Sherburne	Stearns	Total	St. Cloud
Total Population	20,841	18,344	95,400	134,585	36,691
Population Under 18 Years	8,693	7,000	38,009	53,702	12,481
Children Under 14 (0-13)	6,757	5,469	29,519	41,745	9,577
Children Under 6 Years	2,778	2,111	11,185	16,074	3,295

The tri-county area has a labor force of over 45,800 people. Of these, about 35% are women, about 16,000 in number. Looking at Table 2, which shows the number of males and females in the labor force as compared to the population 18 years and over, it becomes clear that more than 40% of the women living in this area work. (This survey will detail some of the reasons women in this area work and arrangements they make for care of their children.) This is not unexpected. National studies show that in the last decade there has been a sharp rise in the proportion of women, particularly mothers, in the labor force and cite a variety of reasons for this. For example:

- Inflation--the high cost of living.

- An expanding economy that creates more jobs.
- Changes in family life. Women complete their families sooner than did their mothers and grandmothers.
- A general rise in the educational level and more equal educational opportunities for men and women.

TABLE 2. POPULATION - LABOR DISTRIBUTION

Population Groups	Benton	Sherburne	Stearns	Total
Male Population 18 Year & Over	6,135	5,993	28,221	40,349
Number of males in labor force	4,916	4,018	20,587	29,521
Female Population 18 Years and Over	6,013	5,351	29,170	40,534
Number of females in labor force	2,494	2,197	11,618	16,309

In many parts of the country day care resources have developed to meet the growing needs of working mothers. In the three counties surveyed, it was found that although there has been considerable growth in the last 10 years, the facilities for care of children are very limited, particularly outside of the St. Cloud area.

With this information about the community, it was determined that the purpose of the study was to gather information about children and families in the three county area that would provide a solid base for planning for the future.

Specifically the study was to look at:

1. The numbers of children needing child care service
2. The types of child care services desired by parents
3. The knowledge and understanding of child care services as expressed by parents.
4. The existing patterns of child care
5. Circumstances and situations which might affect the determination of future programs.

Since the basic source for most of this information is parents, the decision was to interview a sample representing families having at least one child 5 years old or younger where the mother is living at home.

Sampling is a commonplace idea. Everyone is accustomed to drawing conclusions about a large group on the basis of a small sample. For example, we test the warmth of our coffee by taking a sip or we decide if we want to read a book by scanning paragraphs here and there throughout the book. Almost every day newspapers report the results of studies in which public opinion on some question is estimated by collecting opinions from a few selected individuals.

Statisticians tell us that when a sample of 30 or more reliable observations are drawn from a very large population the statistical results are distributed in normal or near normal forms. As the sample size increases, the precision increases and inferences regarding the large population can be made with a greater degree of reliability. When the sample size is, say, 60 or more, the results compare favorably with those obtained by more exact methods.

To be as accurate as possible, the sample chosen for this study included 200 respondents, 100 living in the rural areas of the three counties and 100 living in the St. Cloud area.

So that each mother (of a child 5 or under) in the total population of the community would have an equal chance of being selected for interviewing, a random sample approach was used. Maps of the counties and the city of St. Cloud were divided into a number of equal sized tracts. Each tract was assigned a number. Those tracts which were zoned as non-residential, or that had an extremely small population were excluded. From the remaining tracts the sample was selected with the help of random number charts. Starting points and counting systems were then devised. Each tract was divided into equal sized sub-tracts, which were indexed and used as a basis for random selection. The sub-tract chosen was the starting point within the tract. The interviewers were instructed to proceed door to door from a given starting point and in a given direction until a qualified respondent was found. The interviewer was allowed to ask an unqualified respondent if he or she knew anyone in the neighborhood who was a mother with at least one child under 5. Upon recommendations the interviewers could then proceed directly to that residence. After completing an interview, the interviewer was instructed to skip a certain number of houses (a systematic counting system from 1 to 5). No two respondents could live next door to each other and a qualified respondent could not recommend a friend or neighbor to the interviewer. No more than 6 interviews from a single tract were used.

The sample population was interviewed using a specially designed questionnaire. The content and structure of the questionnaire was arrived at by the following process:

1. Records and reports, which had been compiled by Tri-County Action programs, were reviewed in order to make use of already existing knowledge about child care in the three county area.
2. Information was gathered from related studies which had been done in other communities in Minnesota and throughout the country.
3. Several discussions took place with the TRI-CAP Board, Policy Council and staff, who helped define problems, priorities and what areas needed exploration.
4. Once assessments and predictions were made, the questions were structured and arranged so that the respondents would be able to share their experiences, knowledge and opinions with as much honesty and clarity as possible. Both open-ended and pre-coded questions were used.
5. The questionnaire was pre-tested in another community and final revisions were made before it was administered in the Tri-County area.

A thorough orientation regarding the techniques of interviewing and to acquaint the interviewers with the questionnaire was conducted before the survey began.

A letter of support from the St. Cloud Chamber of Commerce was provided for each interviewer, to establish the authenticity of the survey. This letter proved to be helpful, for many people ordinarily resist answering questions from strangers.

PART III.

CARING IS KNOWING

Webster defines "to care" as a burdensome responsibility. It follows then that in order to care about something one must have knowledge about that thing. This logic then leads us further to define what is involved in "knowing." Certainly it is more than the mere accumulation of facts. Actually, knowledge is the product developed by the learning process. That process can be described step by step. First we use our senses (sight, hearing, etc.). Then we must recognize the information and categorize it before we compare it with previous experiences or knowledge. Next we analyze and combine the old ideas with the new to form a whole concept. Finally, we must judge and evaluate before making a decision or drawing a conclusion.

This part of the report presents the data gathered in the survey and categorizes it for you. Some summarizing and analyzing is done but the steps in the process needed to "know" must be done by each individual for himself, because it will depend on his previous knowledge and experience.

After you have studied the findings and drawn your conclusions, you can compare them with the author's conclusions in Part IV (Caring is Judicious Concern) before reading the recommendations listed in Part V which is called Caring is Commitment.

The findings are divided into five sections:

1. The families
2. The working women.
3. The children.
4. The child care arrangements.
5. The caregivers.

Each section provides a summary of findings and the tables showing the pertinent statistical information. Because appropriate analysis of data requires comparisons, data presented in a table in one section is often referred to in other sections.

SECTION 1. Summary of findings about the families.

- 41% of the 487 families contacted had at least one child 5 years or under and were therefore included in the survey.
- The 200 families interviewed live in Stearns, Sherburne and Benton Counties.
- 100 live in the urban area of "greater St. Cloud" and 100 live in rural areas.
- 97.5% are two-parent homes
- The average family has 3 children. (Table 3)
- 49% of the families have a monthly income between \$600 and \$1200
- 56% have monthly incomes under \$900
- 27.5% have monthly incomes under \$600. (Table 6)
- in 29.5% of the families the mother works (61% of these live in the urban area)
- 58% of the mothers have a high school education (31% have more) and are between 26 and 35 years old. (Tables 4 and 5)
- 37.5% are trained as "white collar" workers (clerks, secretaries, etc.) and 22% are trained as teachers, nurses, etc.
- 28% have little or no training and/or experience for employment.
- 3% of the mothers are actively seeking work (Table 9)
(50% need to work for "money reasons only") (Table 8)
- Over 80% of the women had knowledge of the services of nursery schools, day care centers and Head Start programs.
- Other services, such as family day care homes, after school care and the like are far less well known.
- Just over 50% of the women were aware of Head Start's existence in this area, by far the best known of the child care services in these counties.
- Interest in the various services ranged from 11.5% in after school care to 53% in 2 or 3 day nursery schools.

- About 65% of the mothers were very interested in parent activities such as helping with field trips and in parent-teacher conferences (Table 10).
- Between 55% and 65% indicated they were not interested in participation in policy making activities. (Only 10% said they were "very interested" in being on a governing board.)

TABLE 3. COMPARISON OF FAMILY SIZE (RE FAMILIES WITH PRESCHOOLERS) IN THREE COUNTIES

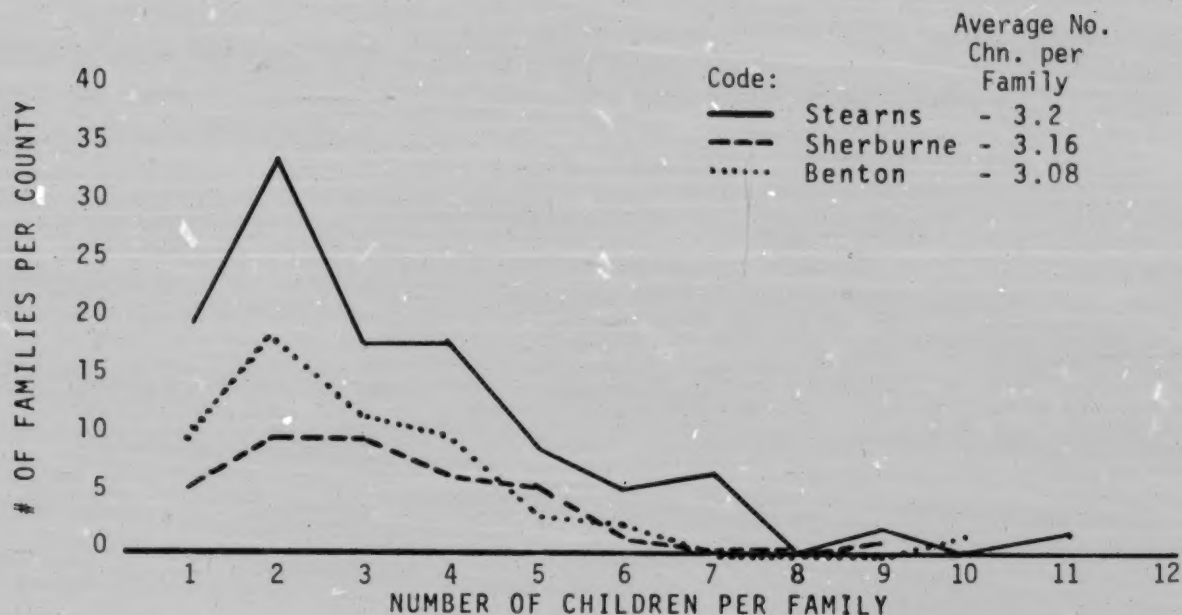


TABLE 4. DISTRIBUTION OF FAMILY SIZE IN TRI-CAP AREA

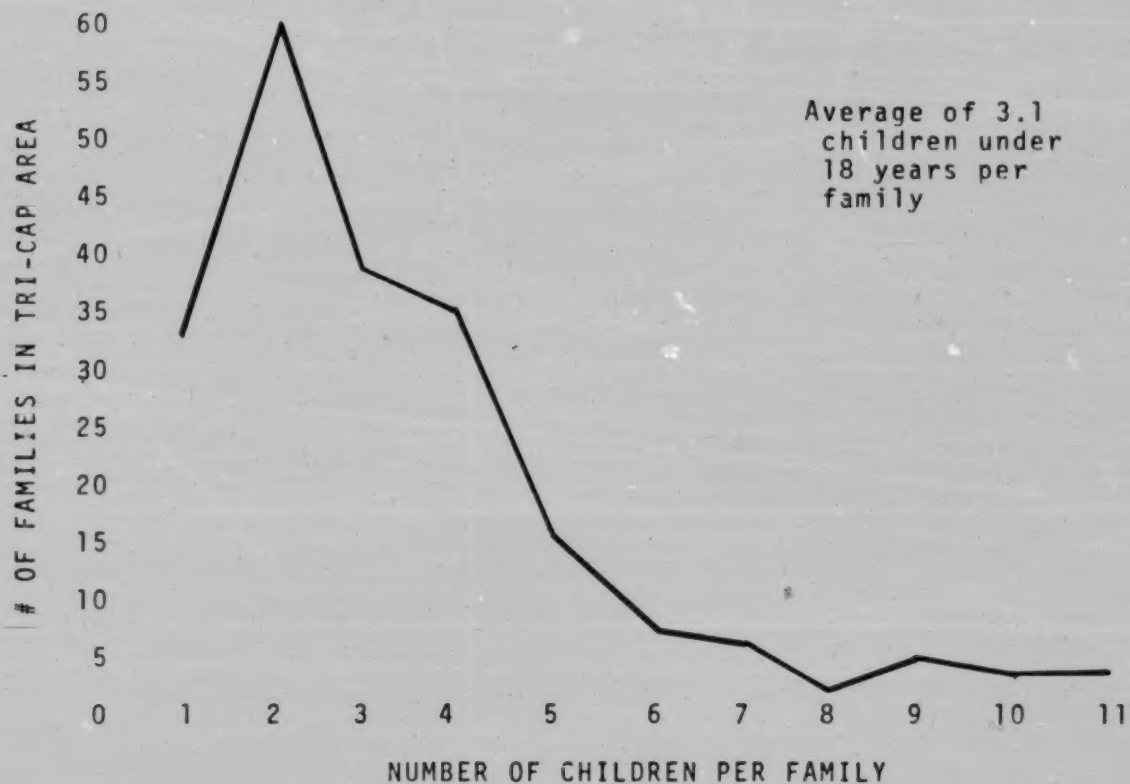


TABLE 5. AGE OF RESPONDENTS

Age	No.	%
Under 20	3	1.5%
21-25	44	22.0
26-30	67	33.5
31-35	53	26.5
36-40	21	10.5
41-50	12	6.0
over 50	0	
Total	200	100 %

TABLE 6. LEVEL OF EDUCATION
OF RESPONDENTS

Education Level	No.	%
Grade School	1	.5%
Junior high	11	5.5%
Senior high	117	58.5%
Vocational or college	63	31.5%
Graduate school	8	4.0%
Total	200	100 %

TABLE 7. TOTAL MONTHLY FAMILY INCOME

INCOME RANGE	No. of FAMILIES	% of WOMEN
Under 300	9	4.5
300-599	46	23
600-899	57	28.5
900-1199	42	21
1200-1499	28	14
1500-1799	6	3
1800 or over	4	2
No response	8	4
Total	200	100%

TABLE 8. REASONS FOR CONSIDERING GOING TO WORK
INDICATED BY NONWORKING MOTHERS

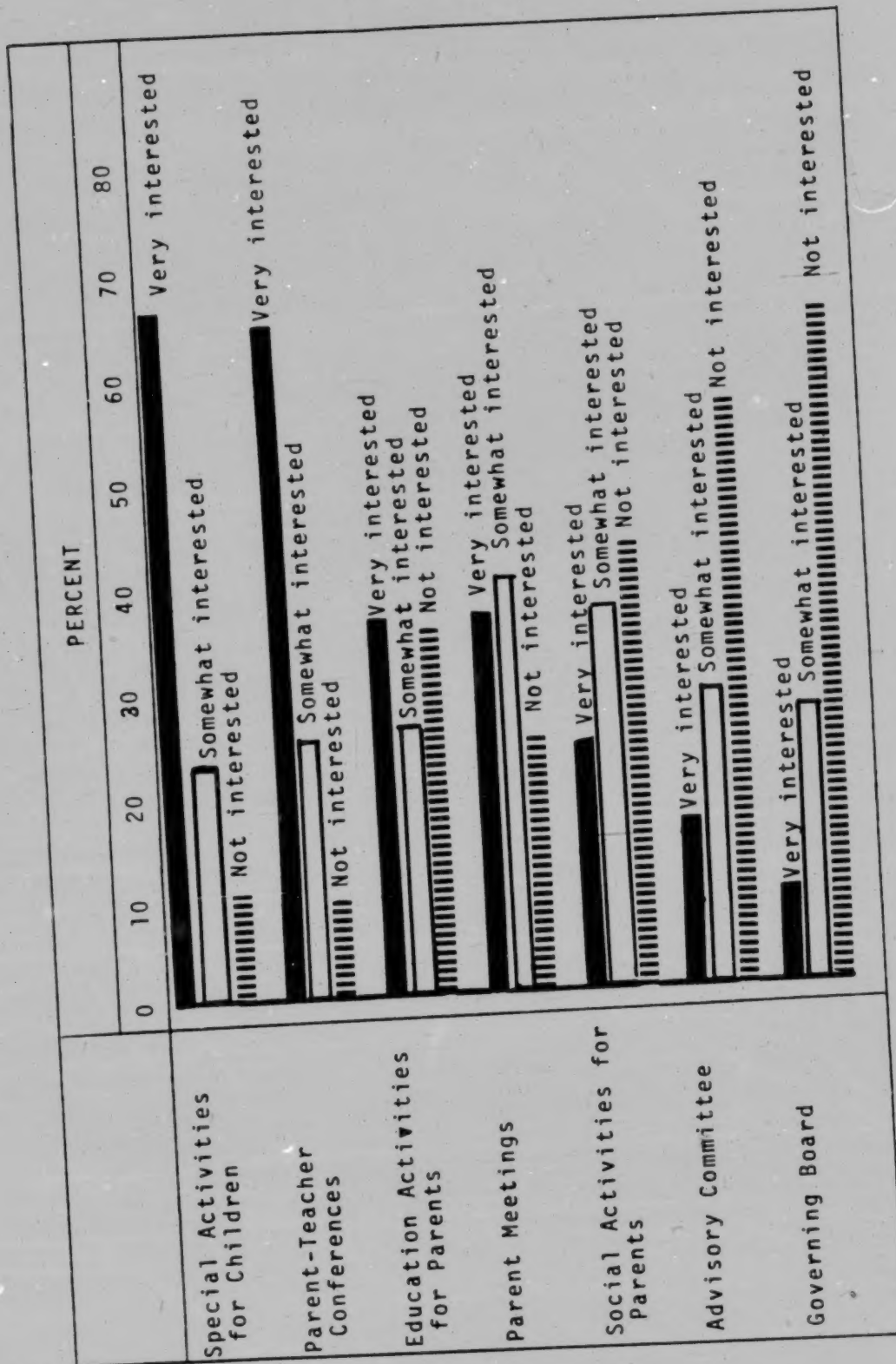
REASONS	No. of WOMEN	% of WOMEN
Money is the only reason	26	18.4
To get off welfare		
Believe everyone should work if they are able	16	11.3
Want new experiences	56	39.7
Want to use skills or training	22	15.6
Enjoy working	21	14.9
Other		
Total	141	100%

TABLE 9. NON-WORKING MOTHERS ACTIVELY SEEKING WORK

AGE	LEVEL OF EDUCATION	NO. OF CHILDREN UNDER 6 YRS		NO. OF CHILDREN 6-13 YRS		REASONS FOR SEEKING WORK	
		1 child	3	1 child	2		
Under 20							
21-25	50%						
26 - 30	50%						
31 - 35							
36 - 40							
41 - 50							
	Grade School	1 child	3	1 child	2	Money is only Reason	3
	Jr. High	2 chn.	3	2 chn.	1	Want to get off AFDC	50%
	Senior High	3 chn.		3 chn.		Believe everyone should Work	
	Voc or College	4 chn.		4 chn.			
	Graduate					Gain Experience Outside Home	1
						Want to use Skills	16.7%
						Enjoy Working	1
							16.7%

Total of 6 mothers = 3% of sample at 200 respondents
 = 4.3 % of 141 non-working mothers

TABLE 10. WOMEN'S INTEREST IN CHILD-CARE RELATED ACTIVITIES



SECTION 2. Summary of findings about the working mothers.

- They comprise 29.5% of the total number of mothers surveyed
- 61% of them live in urban area. (Table 11)
- They have an average of three children, one is a preschooler and two are under thirteen years old
- 16.5% have only one child, therefore almost 85% must arrange care for at least 2 children.
- All of the women interviewed who are divorced or widowed are working. (Table 17)
- Working mothers prefer to have their children cared for in their own homes (62%) and most make this kind of arrangement, in spite of the fact that they express high interest in nursery school as a service.
- 83% of the women make only one child care arrangement (though 25% say this does not take care of the total time they work), while the other 17% make more than one child care arrangement. (Table 12)
- Many say they consider the "person" the most important factor in making child care arrangements (62.7%) but location is another prime factor involved in choice.
- Most of the women work full-time, year 'round because they enjoy working and want to use their skills and training. (Tables 14 & 18)
- 86.4% are employed in 3 main employment categories. (Table 20)
35.6% of the women who work are employed as clerks, secretaries and other white collar employees
teachers, social workers and nurses account for 25.4% of those working, semi- and un-skilled labor employs another 25.4% of working women.
- Comparison of training and experience with current occupation shows that those who have advanced or professional training are more apt to go to work than those with little or no training. (Table 20)
- 60% earn less than \$400 monthly and have family incomes under \$1200. (Table 15) The mother's average monthly income before deductions is \$350.
- 50.7% spend under \$3.00 per day, per child, for care and 23.7% pay nothing.
- The average spent is \$2.50 per child per day, or 15% of the mother's gross income, that is, 15% of her income is spent on care for each child.

- Most stay home (76%) without pay (66.7%) when a child is ill. (Table 21)

"A VANISHING SPECIES"

The non-working wife--the wife who doesn't hold a job outside the home, that is, is still in the majority in America but not by a very great margin.

U.S. Census Bureau figures compiled from the last national census in 1970 show that 40 out of every 100 wives were in the labor force. The figure in 1950 was 25 out of every 100. Among women with pre-school children, 30 out of every 100 were working last year, compared to only 12 in 1950."¹

Results of the survey clearly indicate that the non-working wife is a "Vanishing Species" in the TRI-CAP area too. Most people think this is largely an urban characteristic but in the three counties surveyed there were many working mothers in the rural areas also. (36% in St. Cloud and 23% in the outlying regions.) It is equally interesting to note that although using national census guidelines the TRI-CAP area would be considered rural, the % of working women closely reflects the national average. As a matter of fact, comparing just mothers of preschool children in St. Cloud alone, we find that there are 36% working, which is higher than the national average of 30%.

The mothers are employed in a variety of occupations, the greatest number in the so-called white-collar jobs (35%). Teachers, nurses, and social workers account for another 25% and the semi-skilled and unskilled jobs employ still another 25%. More than one-third of those who work do so to "help cover living expenses" and the average woman earns less than \$400 per month.

In view of the fact that the non-working wife is vanishing from the scene, we may better prepare to plan ahead by taking a closer look at the "average" woman interviewed. She is the mother who will probably be going to work as our planning turns to implementation. What does this study say about her?

In the TRI-CAP area, this future working mother lives in the rural areas of the counties. She is a high school graduate, between 26 and 30 years old, married and the mother of three children, two of them preschoolers. Her husband earns less than \$600 per month and she can expect to earn approximately \$350 per month when she takes the full-time office job for which she is trained. She can expect to spend about \$5.00 per day for the care of her two children by a sitter whose reputation is good. Care will usually

¹The St. Cloud Times, October 10, 1973.

be in an un-licensed home at a location that is very convenient to her.

While our average working mother of the future has heard of nursery school and day care center services, she doesn't know what family day care is and has little interest in any of these child care services. She hasn't considered any of them for her own children because she is not aware that these services exist in her own community. In general, this is a picture of the woman who will be going to work within the next few years. How should our plans be affected by her?

TABLE 11. DISTRIBUTION OF RESPONDENTS RE WORK

RESPONDENTS	URBAN		RURAL		TOTAL	
	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.	No. of Resp.	% of Resp.
Working	36	18	23	11.5	59	29.5
Not Working	64	32	77	38.5	141	70.5
Total	100	50%	100	50%	200	100%
DISTRIBUTION OF EMPLOYED MOTHERS						
	URBAN		RURAL		TOTAL	
	36	61%	23	39%	59	100%

TABLE 12. NUMBER OF CHILD CARE ARRANGEMENTS MADE BY WORKING MOTHERS

Mothers having only 1 child using 1 CCA	18.6%
Mothers having 2 or more children using same CCA for all	64.4%
Mothers having 2 or more children using 2 CCA's*	15.3%
Mothers having 2 or more children using 3 CCA's	1.7%

*in 77% of situation the second CCA is to leave the child alone.

TABLE 13. OPINIONS ABOUT WORK

OPINIONS	No.	%
By Working Mothers:		
1. Would stay at home if didn't have to work	30	50.8%
2. Would continue to work	22	37.3
3. Not sure	7	11.9
Total	59	100 %
By Non-Working Mothers:		
1. Prefer to stay home	84	59.6
2. Would like to go to school	2	1.4
3. Will seek work in fall	6	4.3
4. Would like to work but feel children are too young	46	32.6
5. Would like to work but can't find good child care	3	2.1
Total	141	100 %

TABLE 14.. REASONS FOR WORKING AS INDICATED
BY WORKING MOTHERS

REASONS FOR WORKING	No. of Responses	%
Money is the only reason	8	13.6
To get off welfare	1	1.7
Believe everyone should work if they are able	1	1.7
Want new experiences	15	25.4
Want to use skills or training	17	28.8
Enjoy working	17	28.8
Other		
Total	59	100%

TABLE 15. AVERAGE MONTHLY INCOME
OF WORKING MOTHER
(BEFORE DEDUCTIONS)

INCOME RANGE	No. of WOMEN	% of WOMEN
Under 100	8	13.6
100-199	14	23.7
200-299	7	11.9
300-399	9	15.3
400-499	10	16.9
500-599	4	6.8
600 +	6	10.2
No response	1	1.7
Total	59	100%

TABLE 16. USES FOR EARNINGS OF WORKING MOTHERS

59 working mothers responses*

61% of respondents said help cover basic living expenses

39% of respondents said to afford certain extras

20% of respondents said to pay past obligations

34% of respondents said to build savings

5% of respondents said all of the above

12% of respondents said other

*Most women gave more than one response.
Total number of responses was 101.

TABLE 17. COMPARISON OF MARITAL STATUS OF THOSE MOTHERS
WORKING VS. THOSE STAYING HOME

	TOTAL NO.	% OF TOTAL NO. IN EACH				
		MARRIED	DIVORCED	SEPARATED	WIDOWED	SINGLE
Mothers Working Away from Home	59	93.2%	5.1%	0%	1.7%	0%
Mothers Staying at Home	141	99.3%	0	0	0	.7%

TABLE 18. TIME SCHEDULES OF WORKING MOTHERS

HOURS		DAYS		SHIFTS		YEAR		SEASONS	
NO. OF HOURS	% OF W.M.	NO. OF DAYS	% OF W.M.	TIME OF DAY	% OF W.M.	ALL OR PART	% OF W.M.	SEASON	% OF W.M.
Under 4	8.5%	1	8.5%	7 AM-11 AM	62.7%	All	44.1%	Spring	20.3%
4-8	76.3	2	13.6	11 AM-3 PM	52.5	Most	20.3	Summer	10.2
9-12	11.9	3	15.3	3 PM-7 PM	37.3	Part	35.6	Fall	10.2
13-16	3.4	4	10.2	7 PM-11 PM	18.6			Winter	20.3
		5	50.8	11 PM-3 AM	11.9				
		6	1.6	3 AM-7 AM	3.4				
Total	100%		100%						

TABLE 19. DISTRIBUTION OF THOSE WORKING MOTHERS WHO WORK ONLY PART OF YEAR

Spring	33.3%
Summer	16.7%
Fall	16.7%
Winter	33.3%
Total	100%

TABLE 20. COMPARISON OF TRAINING AND EXPERIENCE WITH CURRENT OCCUPATION

LEVEL OF TRAINING/EXPERIENCE	NUMBER OF RESPONDENTS HAVING TRAINING OR EXPERIENCE		NUMBER OF RESPONDENTS PRESENTLY WORKING AT LEVEL	% of 59 WORKING MOTHERS	% of TOTAL 200 RESPONDENTS
Professional/Advanced Degree	2	1.0%	2	3.4%	1.0%
Teacher/Social Worker/Nurse	44	22.0	15	25.4	7.5
Business Owner/Manager/Administrator	0	0	1	1.7	.5
White Collar/Clerical/Sales/Secretary	75	37.5	21	35.6	10.5
Artist/Writer/Performer	1	.5	0	--	--
Technician/Skilled/Farm Worker	22	11.0	5	8.5	2.5
Semi-Skilled or Unskilled	54	27.0	15	25.4	7.5
Student/Retired/Not Working	2	1.0	141	--	70.5
TOTAL	200	100.0%	200	100%	100%

TABLE 21. WORKING MOTHER'S ACTION REGARDING CHILD'S ILLNESS OR EMERGENCY

CHOICE	NUMBER	%	CONSEQUENCE	NUMBER	%
Stay Home From Work	45	76%	With Pay	14	31.1%
			Sick Leave or Vacation		
			Without Pay	30	66.7%
			Don't Know	1	2.2%
			TOTAL	45	100.0%
Get Someone to Stay With Child	13	22%	Older Brother or Sister	1	7.7%
			Hired Sitter	3	23.1%
			Friend or Neighbor	0	0
			Relative	9	69.2%
			TOTAL	13	100.0%
Take Child to Someone	1	2%	Hired Sitter	1	100%
			Friend or Neighbor	0	0
			Relative	0	0
TOTAL	59	100.0%	TOTAL	1	100.0%

SECTION 3. Summary of findings about the children.

- There are 621 children (under 18) in the 200 families (Table 22)
 - 56.6% of them live in Stearns County (18.4% in Sherburne and 25% in Benton)
 - 27% have working mothers
 - 2/3 of the children come from families of four children or less
 - 5.3% are only children
 - 49.5% come from families where monthly income is between \$600-\$1200
45% have monthly incomes under \$900
27.5% have incomes under \$600
- There are 335 preschool children (5 years and under) in the 200 families (Table 23)
 - 55.5% of them live in Stearns County (18.5% in Sherburne and 26% in Benton) (Table 25)
 - 24.7% have working mothers (Table 27)
 - 153 live in urban area (33.3% of these have working mothers)
 - 182 live in rural area (17.5% of these have working mothers)
- There are 167 children (0-18 years old) whose mothers are working
 - 83 of these are children under 6 years of age (49.7%)
 - 71 of these are children 6-13 years of age (42.5%)
 - 13 of these are children 14-18 years of age (7.8%)
 - 47% of urban children whose mothers work are under 3 years of age
 - 34% of rural children whose mothers work are under 3 years of age
 - 68% of children who have working mothers are cared for in their own homes
 - 27.5% are cared for by their fathers

- 30% are cared for in someone else's home
- 1% are with mother while she works
- 9.5% are cared for by someone under 18 and most of these are under 15
- 10% of all the children whose mothers work are left alone for up to 4 hours per day
- 20% of the children 6 years to 13 years are left to care for themselves after school and on vacation days.

While the survey provides us with a number of valuable statistics, dealing with ages, income levels of families, sources of care and the like, it does not (and indeed cannot) provide the knowledge of children's needs necessary to make a report on child care that would enable planning for individual care. It is more accurate to say that the survey reports the needs of working mothers and supplies information about the interest in child care indicated by mothers who stay at home with their children.

We can learn from the study how many children require care, where to locate licensed services to provide care, what amounts of money are apt to be available from parents for this care and even a little bit about the types of care to provide. What we cannot learn from parents in this kind of study, is what each child really needs--as an individual personality, because of age, number of siblings, special talents, or special handicaps. The information contained in the charts, graphs, etc., help us to hypothesize about the children and their families in the TRI-CAP area but it is our responsibility to remember that there are no hypothetical children in these counties--each one is a real person with real needs.

Some are "only" children who need playmates.

Some are very young children who need opportunities for creative play.

Some are school-age and need an adult with whom they can share their experiences when mother must work.

All of them are individuals with unique needs for care.

For these reasons, the recommendations made in this report deal with the needs of the children as well as the needs of the mothers. We have drawn conclusions based on the information gathered in the survey and coupled them with our knowledge of child development and the need for early childhood education in determining the recommendations.

TABLE 22. NUMBER OF CHILDREN 18 YEARS OLD AND UNDER PER HOUSEHOLD BY COUNTY

NO. OF CHILDREN 18 AND UNDER IN THE FAMILY	STEARNS		SHERBURNE		BENTON		TRI-COUNTY AREA	
	NO. OF HOUSEHOLDS	NO. OF CHILDREN	NO. OF HOUSEHOLDS	NO. OF CHILDREN	NO. OF HOUSEHOLDS	NO. OF CHILDREN	TOTAL NO. OF HOUSEHOLDS	TOTAL NO. OF CHILDREN
1	19	19	5	5	9	9	33	33
2	33	66	9	18	18	36	60	120
3	18	54	9	27	11	33	38	114
4	18	72	6	24	10	40	34	136
5	8	40	5	25	3	15	16	80
6	5	30	1	6	2	12	8	48
7	6	42					6	42
8							0	0
9	2	18	1	9			3	27
10					1	10	1	10
11	1	11					1	11
12								
Total	110	352	36	114	54	155	200	621

TABLE 23. NUMBER OF CHILDREN 5 YEARS AND UNDER PER HOUSEHOLD (URBAN-RURAL)

NO. OF CHILDREN 5 AND UNDER IN THE FAMILY	URBAN		RURAL		TOTAL	
	NO. OF HOUSEHOLDS	NO. OF CHILDREN	NO. OF HOUSEHOLDS	NO. OF CHILDREN	NO. OF HOUSEHOLDS	NO. OF CHILDREN
1 child	58	58	45	45	103	103
2 children	34	68	34	68	68	136
3 children	5	15	16	48	21	63
4 children	3	12	4	16	7	28
5 children	0	0	1	5	1	5
Total	100	153	100	182	200	335

Of 200 respondents the average number of children under 5 per household = 1.6

TABLE 24. DISTRIBUTION OF CHILDREN
5 YEARS AND UNDER
(BY AGE)

AGE	NO. OF CHILDREN
0-1	40
1	63
2	55
3	68
4	66
5	43
TOTAL	335

TABLE 25. DISTRIBUTION OF CHILDREN BY AGES BY COUNTY

AGE	STERNS	SHERBURNE	BENTON	TOTAL
	NO. OF CHILDREN	NO. OF CHILDREN	NO. OF CHILDREN	
0-1	24	7	9	40
1	37	12	14	63
2	23	15	17	55
3	42	7	19	68
4	36	12	18	66
5	24	9	10	43
	<u>186</u>	<u>62</u>	<u>87</u>	<u>335</u>
	55.5%	18.5%	26.0%	100%

TABLE 26. DISTRIBUTION OF CHILDREN BY AGES
IN URBAN AND RURAL AREAS

AGE	URBAN		RURAL		TOTAL
0-1	19	47.5%	21	52.5%	40
1	27	42.9%	36	57.1%	63
2	26	47.3%	29	52.7%	55
3	33	48.5%	36	52.9%	68
4	34	51.5%	32	48.5%	66
5	15	34.9%	28	65.1%	43
	<u>153</u>	<u>45.7%</u>	<u>182</u>	<u>54.3%</u>	<u>335</u>

TABLE 27. AGE DISTRIBUTION OF CHILDREN UNDER 5 YEARS IN URBAN AND RURAL AREAS BY MOTHER'S EMPLOYMENT

AGE OF CHILDREN	URBAN				RURAL				TOTAL
	WORKING		NON-WORKING		WORKING		NON-WORKING		# of CHILDREN
Less than 1 year	7	13.7%	12	11.8%	1	3.1%	20	13.3%	40
1 Year	8	15.7%	19	18.6%	7	21.9%	29	19.3%	63
2 Years	9	17.6%	17	16.7%	3	9.4%	26	17.3%	55
3 Years	11	21.6%	21	20.6%	6	18.8%	30	20.0%	68
4 Years	10	19.6%	24	23.5%	11	34.4%	21	14.0%	66
5 Years	6	11.7%	9	8.8%	4	12.5%	24	16.0%	43
TOTAL	51	100.0%	102	100.0%	32	100.0%	150	100.0%	335

Total 153 urban children

Total 182 rural children

33.3% have working mothers

17.5% have working mothers

AGE OF CHILDREN	URBAN						RURAL					
	WORKING		NON-WORKING		TOTAL		WORKING		NON-WORKING		TOTAL	
Less than 1 year	7	36.8%	12	63.2%	19	100%	1	4.8%	20	95.2%	21	100%
1 Year	8	29.6%	19	70.4%	27	100%	7	19.4%	29	80.6%	36	100%
2 Years	9	34.6%	17	65.4%	26	100%	3	10.3%	26	89.7%	29	100%
3 Years	11	33.3%	21	63.7%	33	100%	6	16.7%	30	83.3%	36	100%
4 Years	10	29.4%	24	70.6%	34	100%	11	34.4%	21	65.6%	32	100%
5 Years	6	40.0%	9	60.0%	15	100%	4	14.3%	24	85.7%	28	100%

TABLE 28. AGE DISTRIBUTION OF CHILDREN 5 YEARS AND UNDER
IN EACH COUNTY BY MOTHER'S EMPLOYMENT

CHILDREN'S AGE	NO. OF CHILDREN		NO. OF CHILDREN		NO. OF CHILDREN		TOTAL WORKING	TOTAL NON-WORKING	TOTAL NO. OF CHILDREN 5 & UNDER
	STEARNS		SHERBURNE		BENTON				
	Working	Non Working	Working	Non Working	Working	Non Working			
Less than 1 Yr	6	18	1	6	1	8	8	32	40
1 Yr	8	29	4	8	3	11	15	48	63
2 Yrs	2	21	6	9	4	13	12	43	55
3 Yrs	11	31	2	5	4	15	17	51	68
4 Yrs	10	26	4	8	7	11	21	45	66
5 Yrs	7	17	2	7	1	9	10	33	43
TOTAL/COUNTY	186		62		87		Average 24.3%		335
In all age levels the average no. of working mothers is 24.3%. In Tri-County area, average no. of children who have working mothers 25.8%									

TABLE 29. *AGE DISTRIBUTION OF CHILDREN LEFT AT HOME TAKING CARE OF THEMSELVES OR SIBLINGS WITH NO ADULT SUPERVISION

AGE	% OF THOSE CHILDREN WHO WHO CARE FOR THEMSELVES					
	0	10	20	30	40	50
6-8 years	12%					
9-11 years	35%					
12-14 years	35%					
15-17 years	18%					

*94% of Children left to care for selves for less than 4 hours per day.
6% of children left to care for selves for 4-8 hours per day.

TABLE 30. TIME INTERVALS AND COST OF CHILD CARE ARRANGEMENTS

	10%	20%	30%	40%	50%	60%	70%
% of children cared for:							
Hours per day							
Under 4 hours							
4-8 hours							
Over 8 hours							
% of children cared for:							
Days per week							
1 day per week							
2 days per week							
3 days per week							
4 days per week							
5 days per week							
% of children cared for:							
Cost per day							
No cost							
Under \$2							
\$2-\$2.99							
\$3-\$3.99							
\$4-\$4.99							
\$5 and over							

The data from the survey shows that 7.5% of the preschool age children were reported by their mothers to be handicapped. (Table 31.) This figure seemed low in some categories and high in others in comparison to percentages reported at a national level (e.g., the Bureau of the Handicapped) and as we searched for reasons for the discrepancy we realized that we could find no figures that were directly comparable to ours. Why?

It may be, for example, that those reported in this survey as having a visual handicap include those children who have even relatively minor problems of sight that can be corrected by glasses. This is suggested because the children under 5 years reported to have a sight impairment number 2.7% while the national figures report only .13% but define this as "legally blind" (apparently no correctable vision problems).

Another example is that none of the children were reported to have "slow learning ability," despite the fact that 2% is a generally agreed upon figure for those classed as "educably retarded" in the general population. (The President's Panel on Mental Retardation in 1962 stated that the population includes 2.3% trainable and educable retarded.)

Although the specific term "learning disability" was not used in the questions asked of mothers, it was thought that some of the children having such a problem would be reported in the "slow learning ability" category. Table 31 shows that it did not happen, yet we know from national reports that when children reach school age that at least 10% are diagnosed as having a learning disability. (15% of the school age population is reported by the International Congress of Neurology--Section on Dyslexia as having reading difficulties based on organic problems.)

Several assumptions may be made about this gap in the reporting of handicaps by the mothers.

1. At preschool age a disability may not yet be diagnosed.
2. Parents may be unwilling to admit that the situation exists because they are unable to face the problem.
3. Such disabilities often manifest themselves as behavior problems and parents or sitters tend to cope with them as such, rather than looking for other causes.
4. Preschool age children often are seen only by close relatives and friends who do not have opportunities to see numerous other children and therefore do not recognize problems readily.

Only 52% of the children who were reported to be handicapped were reported as receiving services, (Table 32) another 28% were seen by the mothers as "needing services," and these figures need to be looked at with an awareness that there is scanty knowledge of existing services (only 15% of the respondents knew what a Daytime Activity Center is and whether or not one exists in this area).

These discrepancies lead us to two conclusions:

1. There are few (if any) clear definitions of the term "handicapped" when referring to preschool children.
2. Many types of handicaps go unnoticed and untreated in very young children.

What is startling, in this day of computerization, is that there seemed to be no information available about the percent of handicaps in preschool children. One has to ask, is it because of the difficulty of diagnosis or is it just one of those "gaps" in human services that seems to happen in this county?

TABLE 31. HANDICAPS OF CHILDREN 5 YEARS AND UNDER

Type of Handicap	No. of Children 5 years and Under In Sample	Percent of Children In Sample	Percent of Children Nationally
Sight Impairment	9	2.7%	?
Hearing Impairment	4	1.2	?
Other Physical Handicap	5	1.5	?
Slow Learning Ability	0	0	
Emotional Problems	3	.9	?
Other Type of Handicap	4	1.2	?
Total	25	7.5%	?

TABLE 32. SERVICES TO HANDICAPPED CHILDREN - USE AND NEED

	Services Used		Need for Services Expressed by Mothers	
	No. of Children	% of Children in Sample	No. of Children	% of Children in Sample
Diagnostic	3	.9%	2	.6%
Day Care Center	0	0	1	.3
Scheduled Clinic Services	5	1.5%	2	.6
Service in Child's Own Home	1	.3	1	.3
Foster Care	1	.3	1	.3
Other	3	.9	0	0
Total	13	3.9%	7	2.1%

Total Number of Handicapped In Sample	Number of Children Using Services	Percent of Number of Handicapped Using Services	Number Expressing Need for Service	Percent of Number of Handicapped Needing Services
25	13	52%	7	28%

SECTION 4. Summary of findings about the child care arrangements.

I. The arrangements being used:

A. Tables 12, 21, 33 and 34 deal with the arrangements being used for child care and tell us such things as:

- 83% of the working mothers make only one child care arrangement
- 15.3% make a secondary arrangement as well
- 1.7% of those women make a multiple child care arrangement
- 57.3% of these arrangements are for child care in their own home
- 68% of the arrangements are for the child to be cared for by an adult who is not a relative of the child.
- 85% of the caretakers have no training in child care.
- 77% of the secondary child care arrangements were to leave the child alone.
- When a child is ill, the most common arrangement is for the mother to remain at home, without pay. (66.7% of those who stay home from work)
- 7.7% of the mothers arrange for an older brother or sister to stay home from school to care for a child who is ill.

B. Tables 30 and 35 refer to the cost of child care and we learn that:

- 23.7% of the working women pay nothing for the child care arrangement they make.
- 15.3% pay \$5.00 or more per day for each child.
- Most pay less than \$3.00 per day per child and most of the children are cared for up to 8 hours per day, 5 days per week.

C. The mothers answered a number of questions evaluating their child care arrangements. Some of this information is in Table 36.

- 79.7% rated the location of their arrangement as excellent
- Better than 70% rated the person and reputation as excellent

- Those who rated the arrangements, overwhelmingly judged their arrangements as good to excellent. Only 30.6% rated any component of care as fair or poor.
- 25% of the working mothers said their arrangement did not entirely cover the time they work

II. Factors involved in Choice

A. Table 37 deals with the factors involved in choosing a child care arrangement. It tells us that:

- 62.7% of the mothers felt that the person was the prime factor in their choice of child care arrangements.
- 27.1% said location was the next important factor.
- These two, person plus location, were given as factors in choice twice as often as all others combined.

B. Table 39 gives information about the mothers' decisions not to use certain child care services that had been considered.

- Nursery school was considered by 11% of the respondents.
- Nursery school, day care center plus head start were considered by 83% of those who responded to this question.
- Only .5% considered after school care, but decided against it because it was inconvenient.
- None of the respondents considered a Daytime Activity Center.
- 11.5% stated that their decision not to use a service was because it was too expensive.
- 24.9% gave "inappropriate" as their major reason for deciding not to use the service.
- 40.5% said their decision not to use the service was because it was unavailable to them (unavailable and intelligible).

III. Knowledge About Services

A. Tables 40, 41, 42, and 43, chart the women's responses to questions about their knowledge of the various child care services. We can learn first, what the women know about these services in general.

- In giving individual answers to the questions on knowledge about individual services, 51% "had heard or read" about one or more of the services.

- Over 90% of the women had heard or read about Nursery Schools or Head Start plus 83% about Day Care Centers.
 - 100% of the women from low income groups have heard or read about nursery schools, day care centers and Head Start.
 - There is very little knowledge of DAC's, After School Care, Homestart and Homemaker and Family Day Care
 - Knowledge of services is directly proportional to education levels. (Table 44)
- B. Table 40 also shows the women's knowledge of the existence of services in these counties, and we find that:
- Head Start rates 1st, with 53% aware of its existence here
 - Nursery school is known to exist in the area by 48%, Day Care Centers by 37%
 - Only 9% are aware of the existence of Family Day Care plus After School Care.
 - 19% of the respondents have used one or another of the services at some time.

IV. Preferences and Interests

- A. Table 46 compares the child care arrangements being used with the preferences of mothers, and reveals that:
- Preferences of the working mothers reflect preferences of all of the respondents.
 - 10% of the mothers would prefer using a Child Care Center while only 2% actually do.
- B. Tables 45 thru 50 deal with preferences for specific types of child care arrangements, telling us that:
- 45% of the women prefer to have their child cared for in their own home, with a sitter.
 - 16% prefer a sitter in another home
 - 11.5% prefer a center-based program
 - 44.4% of those whose family incomes are less than \$300 per month, prefer center based care.
 - Very few expressed a preference for some combination of types of care.

C. Tables 50, 51 and 52 indicate interest in different child care services.

- Strong interest in a 2 or 3 day nursery school program was indicated by 53% of the respondents. This was most evident in Sherburne County.
- Interest in a co-op program is next highest, and is higher in Benton and Stearns Counties
- Interest in all services except Home Start, is higher in the urban area
- The women interviewed indicated a strong willingness to pay between \$2.00 and \$4.00 per day for a Nursery School Service.

D. Table 23 shows the interest the respondents indicated for some of the usual parent activities related to child care programs. These are clearly and directly proportional to their immediate effect for the children.

V. Table 54 tells us something about the feelings of mothers of preschoolers in regard to financial support for child care services.

- 63% believe the federal government should pay part of the cost of child care
- 66.5% believe state or local government should pay part of the cost of child care
- 38% believe business/industry should help to support child care

These findings are interesting when looked at in relation to the cost of child care and the ability to pay. The U.S. Department of Health, Education and Welfare published, in 1970, a paper indicating that the actual cost for high quality day care (including an education component) was \$2,400 per year per child.

Keeping that cost (\$2,400 per year per child) in mind the responses related to family income, mother's income, amount paid for care and willingness to pay were considered. It was found that

- what mother's expect or are willing to pay is about half the actual cost of good care
- the gross income of mothers is about \$4,200 per year. If there are two children in the family, the cost of care would be greater than the mother's earnings.

-- The median amount actually spent is \$2.50 per day per child (annually - \$625.00)

-- 24% of the mothers do not pay for child care. (Usually care by father, other relative or by the child himself.)

These findings raise questions about community expectations of support for child care services. The Federal Government has indicated its recognition of need for financial support for families needing child care in two ways. The first has been allocations of money to operate programs for young children (Head Start) or to purchase care for specific children (Title IV-A of the Social Security Acts). The second is the income tax deduction system provided in the 1972 law.

This Federal support is very limited and just what effect the tax deduction for child care will have is difficult to say. It is worth noting, however, that 89% of those interviewed have incomes under \$18,000 per year, qualifying them for the full deduction plus mileage.

The big question that emerges is what happens to the child when we are told that quality care costs \$2,400 per year and yet only 15% in this sample pay more than half of that amount (\$1,250) and more than 50% pay only one quarter of that amount (\$625).

Is the care offered only one-half or one-quarter the quality it should be? Is the child getting such a small portion of the quality he deserves? And finally, who must pay the cost in order to have the quality care prescribed by HEW guidelines? Although the Federal Government does fund some of the group care services in the TRI-CAP area, other sources for funding will need to be explored because projections based on the sample indicate that most of the population could not meet the other eligibility requirements of the program. The data shows that approximately 90% of those families having a preschooler and a working mother cannot be expected to support the total cost of the child care they require though they may be able to pay part.

Discussion of child care needs must not be limited to the full day care required by children of working mothers, but must include care for those children needing experiences to supplement their home lives (sometimes infant stimulation, sometimes educational opportunities, sometimes social experiences, sometimes chances for services related to emotional development or mental health, etc.).

The "going rate" for cost of child care must not deceive us either. Most proprietary services charge what the traffic will bear and give what service they can for that amount. Most non-profit centers charge the "going rate" but are subsidized by private voluntary funds such as United Way or religious organizations.

CONTRASTS AND COMPARISONS OF FINDINGS ABOUT THE CHILD CARE ARRANGEMENTS

When we examine the data from this segment of the study a number of things important to child care planning begin to emerge. Some of these are:

- Although most of the working mothers make only one child care arrangement, one-fourth of them say it is inadequate to meet their total need for child care
- Many children are left alone for at least part of the day and during school vacations
- The majority of arrangements for care of a child who is ill become a financial burden to parents.
- Evaluations point out that convenience (location) in a child care arrangement is very important.
- When evaluations are compared with other factors such as knowledge of services, (Tables 38 and 41) we get a better picture of what mothers mean by "excellent." Such comparisons find:
 1. The respondents have very limited knowledge about child care services.
 2. The availability of services in these three counties is very limited.
 3. The criteria used to evaluate the arrangements was based primarily on the needs of the working mother, rather than the kind of criteria which would be employed by specialists who are knowledgeable about children's needs and who would look at services from a different perspective. (Child development authorities, health professionals, etc.)
 4. The mothers evaluated the arrangements in a comparative fashion. That is:
 - a. they compared the arrangement used to other available and affordable arrangements and
 - b. to those services used by other women they know

(It is interesting to note for instance, that "program" is rated as "poor" by only one mother and "person" is not rated as "poor" by any of the women, yet 20% of the school age children care for themselves.)

- "person" is rated as excellent by 72.9% of the respondents, in spite of the fact that 85% of the caregivers have no training. From this, we conclude that training was not an expected criteria for judgement.
- Mothers cannot be expected to make negative statements about the child care arrangements they have made.
- Decisions about using specific child care arrangements are made for both positive and negative reasons. The person and location are the two prime factors in deciding which of the possible arrangements to use. "Possible" arrangements are determined primarily by availability and/or eligibility.
- Of the 200 respondents only one person considered any special after school care for a child, yet 23.9% of the children (ages 6 to 13) are left to care for themselves or for younger siblings after school.

(Reasons given for not using after school care...
"Inconvenient".)

- Only 19% of those interviewed have direct knowledge (from use) of any of the child care services they were asked about in the survey.
- 1.5% of the women said they had considered using Family Day Care, yet 41 children (25% of those whose mothers are working) are presently being cared for in the home of someone who is not a relative. (Licensed Day Care is defined in the same terms...care of children not related to the caregiver.)
- Knowledge about Daytime Activity Centers is very limited, no one questioned, considered using this service.*
(No one in sampling reported having a child with a learning handicap.)
- All of the lowest income group had knowledge of nursery school, day care centers and Head Start programs and 44.4% of them stated that center-based child care was their preference.

* It appears that those children with learning problems have not been recognized or diagnosed.

- It is necessary to compare preference with knowledge, interest and arrangements actually used in order to gain understanding of its true meaning. (Table 41) The most often stated preference is for "in own home with sitter," yet Nursery School rates as "very interested" to 53% of the respondents and 48% know it exists in this area. (Ironically?, most who decided not to use Nursery School said it was "inappropriate." Others said it was "too expensive" or the child was ineligible.)
- The varying amounts of interest indicated by the women in parent activities related to child care brings us to an awareness of the need for public education in the whole area of child care once again. High amounts of interest are shown for those kinds of things which have immediate and direct results for the children. Considerably less interest is shown in activities related to program planning, administration, and such. This probably says much about what the women feel are their areas of knowledge and responsibility in child care.
- It is also interesting to note, that 50% of the respondents felt business and/or industry should not help to support child care services compared to favorable feelings about government support. Since the idea of business and/or industry involvement in child care is not nearly so widespread a concept as government funding, it may well be that negative reaction is due in part to the newness of the thought, (10.5% had no opinion on this question, the largest "no opinion" answer in the survey).
- 38% of the children are currently cared for at no cost (by fathers or other relatives) and 90% of the families cannot, according to government standards, support the total cost of the child care they require.

TABLE 34. CHILD CARE ARRANGEMENTS FOR CHILDREN 5 YEARS AND UNDER

Ages of Children	Own Home				Someone Else's Home				Other Arrangements				Total Number of Children	Percent of Children		
	Father	Other relative	Non-relative	Total		Relative	Non-relative	Total		Center	Child Cared for Self	With Mother			Total	
				No.	%			No.	%						No.	%
0-1 year	3		1	4	9%		3	3	8%			1	1	33.3%	8	10%
1 year	6	1	2	9	21	1	5	6	16						15	18
2 years	5		1	6	14	2	3	5	14			1	1	33.3	12	14
3 years	6	3	3	12	28	2	3	5	14						17	21
4 years	5		3	8	19	4	9	13	35						21	25
5 years	1	2	1	4	9		5	5	14	1			1	33.3	10	12
Total	26	6	11	43	100%	9	28	37	100%	1	0	2	3	100%	83	100%

TABLE 35. AMOUNT SPENT PER DAY ON CARE FOR EACH CHILD

FAMILY MONTHLY INCOME	NO COST*		UNDER 2.00		2.00-2.99		3.00-3.99		4.00-4.99		5.00 & OVER		NO RESPONSES	
	RESPONSES		RESPONSES		RESPONSES		RESPONSES		RESPONSES		RESPONSES		RESPONSES	
Under 300	3	21.6	1	10	3	50	1	10	1	12.5	1	11.1	2	3.4
300-599	3	21.6	3	30	2	33.3	4	40	1	12.5	2	22.2	9	15.3
600-899	3	21.6	3	30			2	20	4	50.0	4	44.4	15	25.4
900-1199	4	28.8	2	20	1	16.7	3	30			1	11.1	16	27.1
1200-1499	1	7.2	1	10					1	12.5	1	11.1	11	18.6
1500-1799													3	5.1
1800 & over													1	1.7
No response													2	3.4
Total	14	100%	10	100%	6	100%	10	100%	8	100%	9	100%	2	100%
MOTHER'S MONTHLY INCOME														
Under 100	3	21.6	4	40	3	60	4	40	1	12.5	2	22.2	7	11.9
100-199	3	21.6	3	30					1	12.5	1	11.1	14	23.7
200-299	1	7.2	1	10	1	20	2	20	1	12.5	2	22.2	6	10.2
300-399	3	21.6	1	10							1	11.1	9	15.3
400-499	1	7.2	2	20	1	20	2	20	3	37.5	1	11.1	10	16.9
500-599	2	14.3					2	20	2	25	3	33.3	4	6.8
600 & over	1	7.2											6	10.2
No Response													3	5.1
Total	14	100%	10	100%	5	100%	10	100%	8	100%	9	100%	3	100%

* Usually father cared for child.

TABLE 36. EVALUATION OF CHILD CARE ARRANGEMENTS BY MOTHERS

Categories Evaluated	% of Mothers (Working) Who Rated Child Care Arrangements*			
	Excellent	Good	Fair	Poor
Person	72.9	20.3	3.4	
Place	69.5	23.7	3.4	
Price	61.0	28.8	6.8	
Program	47.5	35.6	8.5	3.4
Location	79.7	15.3	1.7	
Reputation	74.6	15.3	3.4	

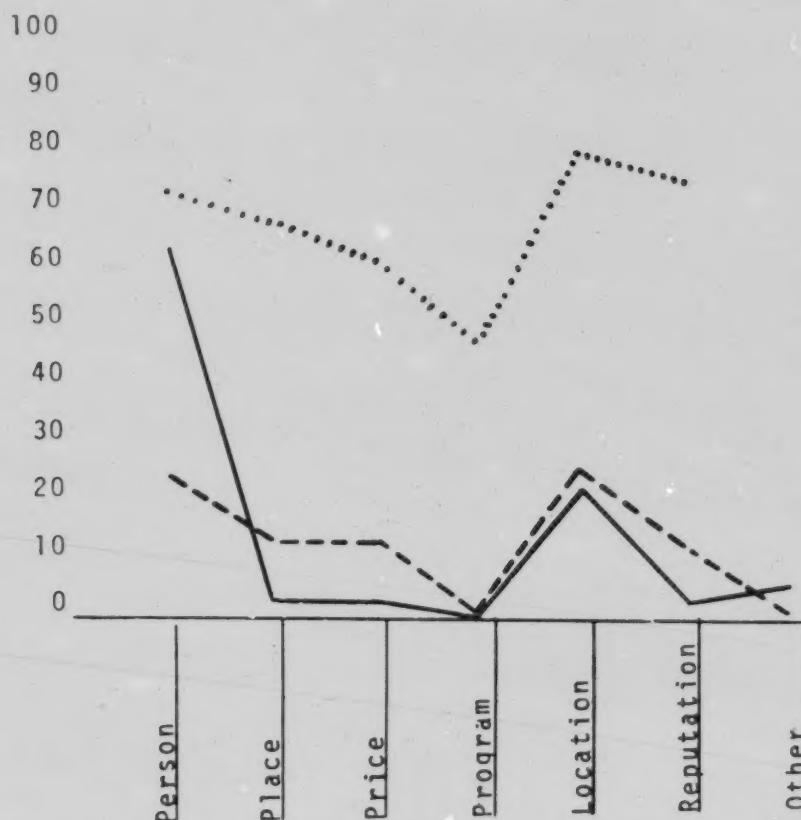
* Some mothers did not evaluate because the children were cared for by the father. Percentages are computed using base of 59 working mothers.

TABLE 37. FACTORS IN MOTHERS' CHOICE OF CHILD CARE ARRANGEMENT

RESPONSES BY WORKING MOTHERS	Person	Place	Price	Program	Location	Reputation	Other (Misc.)	No Response	TOTAL
% indicating the most important factor	62.7%	3.4%	3.4%	1.7%	20.3%	3.4%	5.1%		100%
% indicating next-most important factor	23.7%	13.6%	13.6%	1.7%	27.1%	11.9%	1.7%	6.8%	100%

TABLE 38. COMPARISON OF FACTORS IN CHOICE AND EVALUATION
OF CHILD CARE ARRANGEMENTS

Percent of
Respondents*



CODE: Rep. excellent rating of arrangement used
 — Prime factors in choice of arrangement made
 --- Second most important factor in choice

*% of working mothers who responded to questions

TABLE 39. DECISIONS ABOUT NOT USING CHILD CARE SERVICES

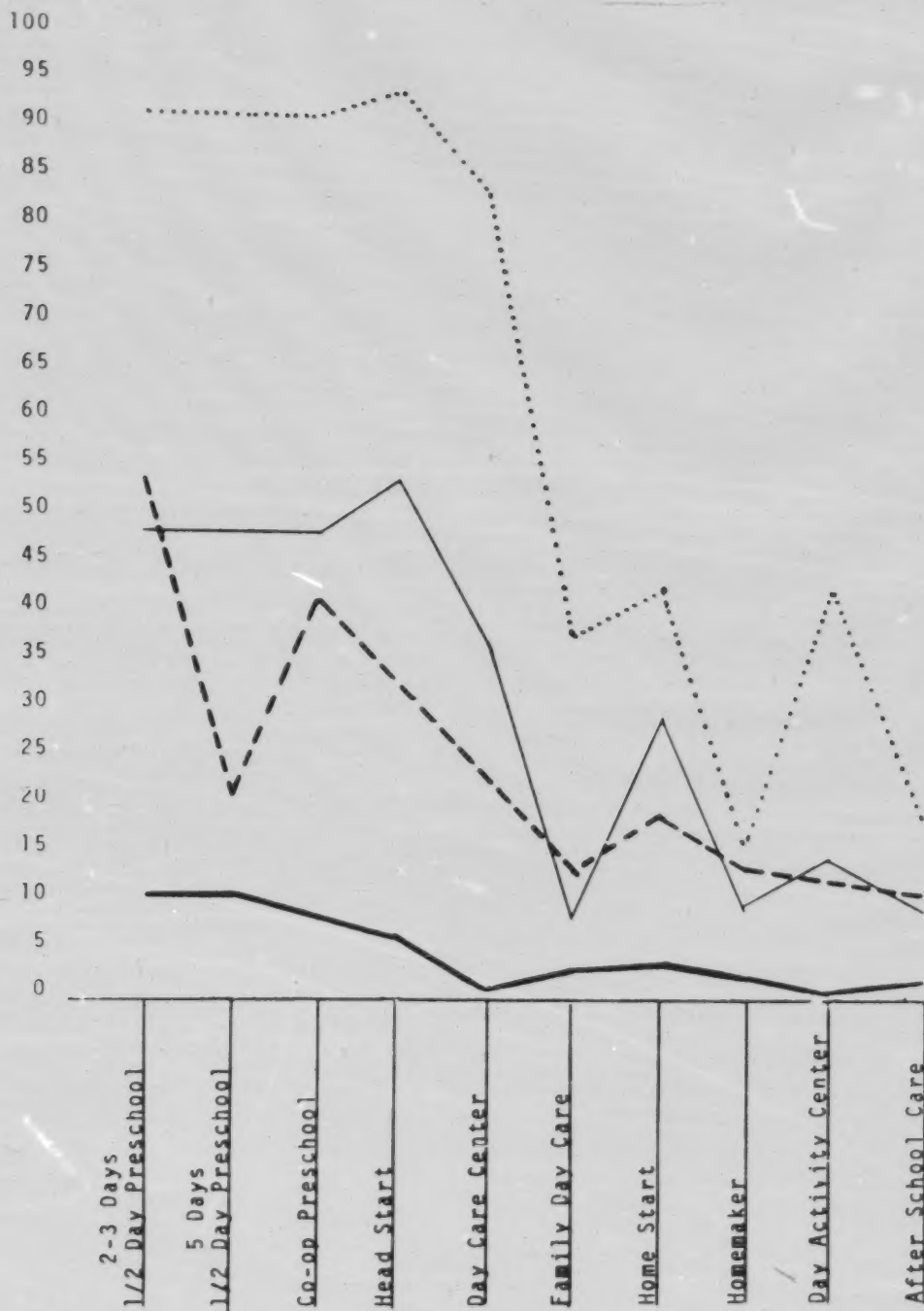
Child Care Service	Considered but Not Used		No. of Reasons							
	Number	% of 200 Respondents	Inappropriate	Too Expensive	Not Convenient	Not Available	Not Eligible	Transportation Problem	No Vacancy	Other
Family Day Care	3	1.5%		1		1				1
Homemaker	2	1.0%	1						1	
Nursery School	22	11.0%	6	4	1	5	4	2		
Day Care Center	18	9.0%	6	3	4	2	1		1	1
After School Care	1	.5%			1					
Head Start	17	8.5%	2			1	11	2		1
Home Start	6	3.0%	2			1	2			1
DAC	0									

TABLE 40. USE AND KNOWLEDGE ABOUT CHILD CARE SERVICES

C. C. Services	Have Used		% of Mothers Heard/Read				% of Mothers Know of Existence			
	No.	% of 200 Respondents	Yes	No	Not Sure	No Response	Yes	No	Don't Know	No Response
Family Day Care	5	2.5%	38%	50%	11%	1%	9%	36%	52%	3%
Homemaker	5	2.5%	17	76	6	1	10	31	54	5
Nursery School	22	11.0%	91	8	1		48	30	21	1
Day Care Center	2	1.0%	83	15	2		37	36	27	
After School Care	4	2.0%	19	73	8		9	33	53	5
Head Start	13	6.5%	94	5	1		53	22	24	1
Home Start	7	3.5%	42	54	4		29	24	43	4
Day Activity Center	2	1.0%	42%	49%	9%		15%	32%	49%	4%

TABLE 41. COMPARISON OF KNOWLEDGE USE AND INTEREST IN
CHILD CARE SERVICES

Percent of
Respondents



CODE:

- heard or read about service
- believes service exists here
- used service
- - - - interest in using service

TABLE 42. KNOWLEDGE ABOUT CHILD CARE SERVICES VS. MONTHLY FAMILY INCOME

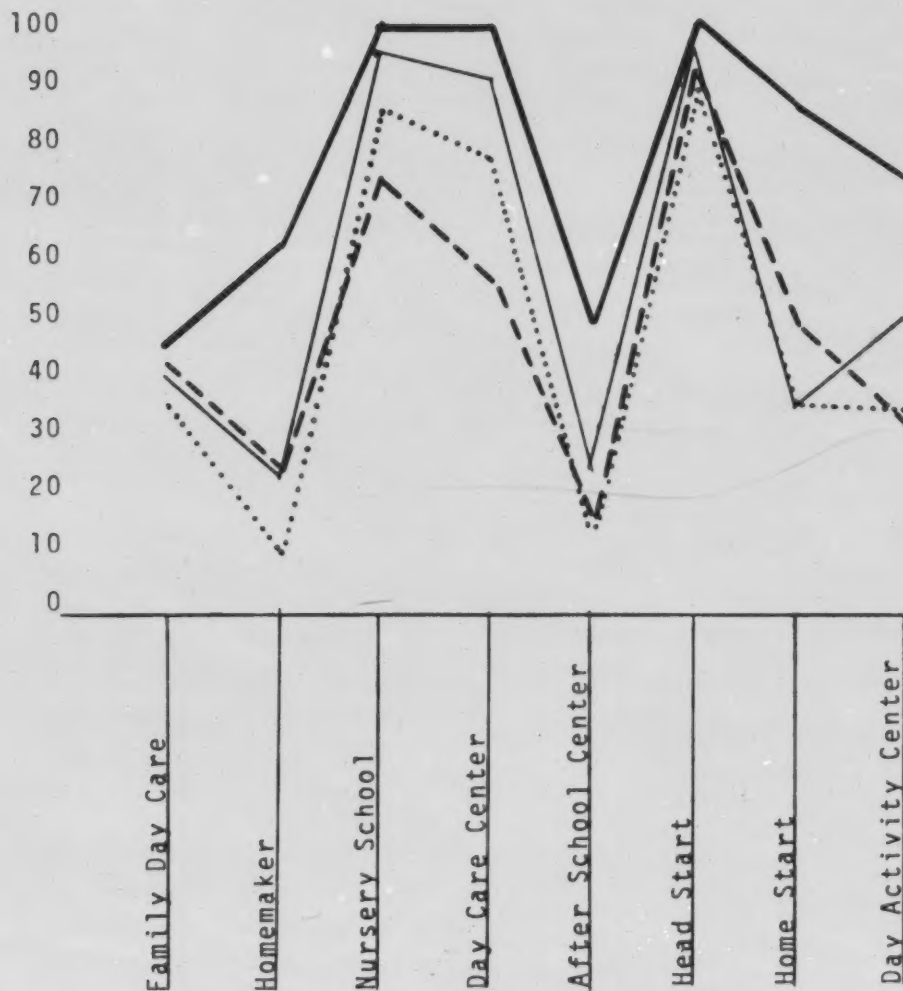
Child Care Services	Under 300		300-599		600-899		900-1199		1200-1499		1500-1799		1800 & Over		AVERAGE	
	Knew	Didn't Know	Knew	Didn't Know	Knew	Didn't Know	Knew	Didn't Know	Knew	Didn't Know	Knew	Didn't Know	Knew	Didn't Know	PERCENT KNEW	Percent Didn't Know
Family Day Care	33%	67%	41%	59%	35%	65%	29%	71%	43%	57%	33%	67%	75%	25%	41%	59%
Homemaker	33%	67%	9%	91%	18%	82%	12%	88%	29%	71%	33%	67%	25%	75%	23%	77%
Nursery School	100%	0	87%	13%	91%	9%	93%	7%	96%	4%	83%	17%	100%	0	93%	7%
Day Care Center	100%	0	78%	22%	88%	12%	86%	14%	82%	18%	83%	17%	75%	25%	85%	15%
After School Care	45%	55%	17%	83%	23%	77%	19%	81%	14%	86%	17%	83%	-	100%	19%	81%
Head Start	100%	0	91%	9%	95%	5%	93%	7%	93%	7%	100%	-	75%	25%	92%	8%
Home Start	78%	22%	39%	61%	40%	60%	38%	62%	32%	68%	67%	33%	25%	75%	46%	54%
Day Activity Center	45%	55%	41%	59%	40%	60%	45%	55%	50%	50%	33%	67%	25%	75%	40%	60%
Total Number of Respondents in Income Category	9		46		57		42		28		6		4		192 Answers 8 No Response 200 Respondents	

TABLE 43. KNOWLEDGE ABOUT CHILD CARE SERVICES VS. MOTHER'S EDUCATION LEVEL

Child Care Service	Grade or Jr. High				High				Vocational or College				Graduate				Total Knew	Total Did Not Know		
	Knew		Didn't Know		Knew		Didn't Know		Knew		Didn't Know		Knew		Didn't Know					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
Family Day Care	5	42%	7	58%	42	36%	75	64%	26	41%	37	59%	3	38%	5	62%	76	38%	124	62%
Homemaker	3	25%	9	75%	10	9%	107	91%	15	24%	48	76%	5	62%	3	38%	33	16%	167	84%
Nursery School	9	75%	3	25%	102	87%	15	13%	62	98%	1	2%	8	100%	0	0	181	91%	19	9%
Day Care Center	7	58%	5	42%	92	79%	25	21%	58	92%	5	8%	8	100%	0	0	165	83%	35	17%
After School Care	2	17%	10	83%	17	15%	100	85%	15	24%	48	76%	4	50%	4	50%	38	19%	162	81%
Head Start	11	92%	1	8%	107	91%	10	9%	61	97%	2	3%	8	100%	0	0	187	94%	13	6%
Home Start	6	50%	6	50%	45	38%	72	62%	24	38%	39	62%	7	83%	1	12%	82	41%	118	59%
Day Activity Center	4	33%	8	67%	40	34%	77	66%	32	51%	31	49%	6	75%	2	25%	82	41%	118	59%
Total Number of Respondents at Educational Level	TOTAL 12				TOTAL 117				TOTAL 63				TOTAL 8				TOTAL 200 Respondents			

TABLE 44. KNOWLEDGE OF CHILD CARE SERVICES AS REFLECTED
BY EDUCATIONAL LEVEL OF MOTHERS

Percent of
Respondents



CODE:

- Grade or Jr. High School
- High School
- Vocational or College
- Graduate

TABLE 45. PREFERRED CHILD CARE ARRANGEMENTS

CHILD CARE ARRANGEMENTS	# OF RESP.	No. OF URBAN	No. OF RURAL	STEARNS		SHERBURNE		BENTON		TOTAL NO.	TOTAL %
				NO.	PERCENT	NO.	PERCENT	NO.	PERCENT		
In own home with sitter	90	36	54	59	66.0%	13	14%	18	20.0%	90	100.0%
In own home with relative	34	18	16	17	50.0%	9	26.0%	8	24.0%	34	100.0%
In other home with sitter	33	16	17	20	61.0%	3	9.0%	10	30.0%	33	100.0%
In other home with relative	8	4	4	2	25.0%	2	25.0%	4	50.0%	8	100.0%
In center or pre- school program	23	17	6	7	30.0%	7	30.0%	9	40.0%	23	100.0%
Combination of above	7	6	1	3	43.0%	1	14.0%	3	43.0%	7	100.0%
Other	4	3	1	2	50.0%	1	25.0%	1	25.0%	4	100.0%
No Response	1		1					1	100.0%	1	100.0%
Other Response											
TOTAL NUMBER	200	100	100	110		36		54		200	

TABLE 46. COMPARISON OF CHILD CARE ARRANGEMENTS
WITH PREFERENCES OF MOTHERS

Type of Arrangement	CCA Made By Working Mothers		Preferences of Working Mothers	Preferences of All Respondents
	No.	Percent		
Own home: with sitter with relative child by self Total	10 20 17 47		35.6% 25.4 61.0%	45.0% 17.0 62.0%
Someone Else's home: with sitter with relative Total	25 6 31		18.6% 1.7 20.3%	16.5% 4.0 20.5%
Other CCA center Miscellaneous Total	2 2 4	37.8% 4.9%	10.2 5.1 15.3%	11.5% 5.5 17.0%
No Response			3.4%	.5%
Total	82	100%	100%	100%

TABLE 47. MOTHER'S EDUCATIONAL LEVEL VS. PREFERENCE
FOR TYPE OF CHILD CARE

C.C.A.	EDUCATION OF MOTHER			
	Grade School OR JR. HIGH	HIGH SCHOOL	VOCATIONAL OR COLLEGE	GRADUATE
In own home with sitter	25.0%	48.3%	46.0%	25.0%
In own home with relative	25.0	14.7	19.0	25.0
In other home with sitter	25.0	17.2	12.7	25.0
In other home with relative	16.7	4.3	1.6	
Center or preschool program	8.3%	10.3	15.9	
Combination		2.6	3.2	25.0%
Other		2.6%	1.6%	

TABLE 48. MOTHER'S AGE VS. PREFERENCE FOR TYPE OF CHILD CARE

Type of Child Care	Age of Mother						
	Under 20	21- 25	26- 30	31- 35	36- 40	41- 50	Over 50
In own home with sitter	33.3%	50.0%	46.3%	39.6%	47.6%	41.7%	
In own home with relative		15.9%	17.9%	20.8%	9.5%	16.7%	
In other home with sitter	33.3%	18.2%	16.4%	17.0%	4.8%	25.0%	
In other home with relative	33.3%		4.5%	5.7%	4.8%		
Center or preschool program		9.1%	7.5%	17.0%	19.0%	8.3%	
Combination		4.5%	6.0%		4.8%		
Other		2.3%	1.5%		9.6%	8.3%	
TOTALS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

TABLE 49. TOTAL FAMILY MONTHLY INCOME VS. PREFERENCE
FOR TYPE OF CHILD CARE ARRANGEMENTS

CHILD CARE ARRANGEMENTS	Under. 300	300 - 599	600 - 899	900 - 1199	1200 - 1499	1500 - 1799	1800 + Over.
In own home with sitter	11.1%	56.5%	43.9%	47.6%	35.7%	33.3%	50.0%
In own home with relative	11.1	13.0	19.3	14.3	25.0	16.7	
In other home with sitter	11.1	13.0	21.1	19.0	14.3	16.7	
In other home with relative	22.2	6.5	1.8	4.8	17.9		
In center or preschool program	44.4%	10.9%	5.3	11.9	3.6		25.0
Combination			5.3%	2.4%	3.6%	33.3%	
Other			3.6%				25.0%

TABLE 50. MOTHER'S MONTHLY INCOME VS. PREFERENCE FOR
TYPE OF CHILD CARE

TYPE OF CHILD CARE	MOTHER'S MONTHLY INCOME						
	Under 100	100 - 199	200 - 299	300 - 399	400 - 499	500 - 599	600 Plus
In own home with sitter	62.5%	28.6%		33.3%	50.0%		50.0%
In own home with relative	25.0	14.3	42.9%	22.2	20.0	75.0%	16.7
In other home with sitter		21.4	14.3	44.4	20.0	25.0	
In other home with relative	12.5%						
In center or preschool program		21.4	28.6		10.0%		16.7
Combination		14.3%					16.7%
Other			14.3%				
TOTALS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 51. INTEREST IN CHILD CARE SERVICES

C. C. SERVICES	URBAN			RURAL			TOTAL INTERESTED
	VERY	SOMEWHAT	NOT	VERY	SOMEWHAT	NOT	
$\frac{1}{2}$ Day Nursery School (2 - 3 days)	39	22	39	28	17	55	106
$\frac{1}{2}$ Day Nursery School (5 days)	15	13	72	4	10	86	42
Day Care Center	13	10	77	6	17	77	46
Night Care	3	7	90	3	4	93	17
Coop Preschool	20	31	49	11	20	69	82
After School Care	5	10	85		8	92	23
Family Day Care	6	8	86	2	10	87	26
Home Start	9	6	85	9	15	76	39
Homemaker	5	10	85	5	9	86	29

TABLE 52. PERCENT OF RESPONDENTS SHOWING INTEREST IN USING PROPOSED SERVICE BY COUNTIES

CHILD CARE SERVICES	BENTON			SHERBURNE			STEARNS		
	Very	Some	Not	Very	Some	Not	Very	Some	Not
1/2 day nursery school - 2 or 3 days	27.3 %	17.3 %	55.5 %	41.7 %	25.0 %	33.3 %	40.7 %	20.4 %	38.9 %
1/2 day nursery school - 5 days	10.9	10.0	79.1	5.6	16.7	77.8	9.3	11.1	79.6
Day Care Center	9.1	14.5	76.4	11.1	13.9	75.0	9.3	11.1	79.6
Night care	1.8	8.2	90.0	2.8	0	97.2	5.6	3.7	90.7
Co-op preschool	16.4	23.6	57.3	11.1	22.2	61.1	16.7	31.5	51.9
After School Care	1.8	11.8	84.5	0	5.6	91.7	5.6	5.6	83.3
Family Day Care	2.7	10.0	84.5	0	8.3	88.9	9.3	7.4	79.6
Home Start	10.0	12.7	76.4	8.3	5.6	77.8	7.4	9.3	77.8
Homemaker	5.5 %	8.2 %	80.0 %	2.8 %	8.3 %	80.6 %	5.6 %	13.0 %	77.8 %

TABLE 53. INTEREST IN USING DAY CARE SERVICES COMPARED
WITH THE AMOUNT MOTHERS ARE WILLING TO PAY

Child Care Services	No. of Responses According to Amount Willing to Pay				
	Under 2.00	2.00-2.99	3.00-3.99	4.00-4.99	5.00 over
Nursery School	37	62	24	9	11
Day Care Center	1	6	11	14	13
Night Care	1	2	5	5	4
Co-op Preschool	29	15	15	6	6
After School Care	11	6	1	3	1
Family Day Care	7	1	3	5	8
Home Start	15	7	6	5	2
Homemaker	8	4	4	3	8

TABLE 54. PREFERENCES RE FINANCIAL SUPPORT FOR CHILD CARE

AMOUNT OF SUPPORT PREFERRED	STEARNS CO.		SHERBURNE CO.		BENTON CO.		TOTAL/TRI-COUNTY	
	No.	%	No.	%	No.	%	No.	%
Federal Government								
All	6	5.5	2	5.6	4	7.4	12	6
Part	67	60.9	21	58.3	38	70.4	126	63
None	33	30.0	12	33.3	9	16.7	54	27
No opinion	4	3.6	1	2.8	3	5.5	8	4
Total	110	100	36	100	54	100	200	100
State or Local Gov't								
All	1	.9	1	2.8	3	5.6	5	2.5
Part	72	65.5	22	61.1	39	72.2	133	66.5
None	30	27.3	12	33.3	8	14.8	50	25
No opinion	7	6.4	1	2.8	4	7.4	12	6.
Total	110	100	36	100	54	100	200	100
Business/Industry								
All	2	1.8	0	0	1	1.9	3	1.5
Part	39	35.5	18	50	19	35.2	76	38.
None	60	54.5	13	36.1	27	50	100	50
No opinion	9	8.2	5	13.9	7	12.9	21	10.5
Total	110	100	36	100	54	100	200	100

SECTION 5. Summary of findings about the caregivers.

- 23.1% are parents of the children (fathers)
- the other 76.9% caregivers are varied (Table 55)
 - 26% are relatives (other than parent)
 - 68% of the caretakers other than a parent are adults not related to the child
 - 86% are between the ages of 18 and 64 years
 - 12% are under 18 years
 - 10% are 15 years or under
 - only 3% are trained, experienced and licensed
 - 85% have had no appropriate training
 - most (57%) have other responsibilities in addition to caring for children.
 - 73% of those evaluated by the mothers were rated as "excellent"
 - Most are paid very little and some receive no compensation for their services. (A non-relative sitter may be paid from \$4.00 to \$6.00 for caring for two children for an 8-10 hour day.)
- 10% of the children are left to care for themselves for up to 4 hours per day (6% for more hours)
 - 12% of those left alone are between ages 6 and 8
 - 35% of those left alone are between ages 9-11

There is an immediate need to provide training and licensing for 65% of all the caregivers according to this sampling. These are the adults, not related to the child, who are currently providing care in the child's home and/or in unlicensed Family Day Care homes. As we have seen, they are not highly paid for the work which they do, most of them have responsibilities additional to caring for the children and they are rated highly by the mothers who hire them. Knowing these things, it appears that:

1. Those who are currently providing care can probably be said to like what they are doing and possess personalities generally suited to this type of work.
2. They need training, but can hardly be expected to pay for it.

3. They need to be educated to the terminology of child care, the reasons for licensing and become licensed caregivers.

The large percentage of caregivers under 18, and the number of relatives who care for children indicates a need for such general training as high schools might provide (at a very minimum). First Aid courses and general emergency and child safety training need to be offered to 85% of the caregivers and it is not unlikely that inducements to participate in such training would be necessary considerations.

The "excellent" evaluation given to the caregivers needs interpretation if it is to be useful to us in a study of child care. We have already pointed out that the mothers interviewed were definitely lacking in knowledge of child care services. Furthermore, they were questioned about care in terms of their own needs, not in terms of the needs of the children or the caregivers. We have no data to tell us whether or not the caregivers meet the individual or developmental needs of the children in their care.

How does one discuss a child as being his own caregiver? What a strange thing. But the reality is that 10% of the children in our sample were left alone or alone together (that is, with a brother or sister). Only one of the children left alone is over 15 years old and there were instances such as a 13 year old caring for 3 younger siblings between 4 and 8 hours each day.

Why does this happen? What reasons would a mother give for having this kind of arrangement. Perhaps she could not find someone to care for 4 children from 3 P.M. to 10 P.M. Maybe because her work skills were limited she could not get a job on a shift different from her husband. Or maybe they felt that the children would be OK and that it was better that both parents worked the same shift so they could have some time together. Whatever the reasons, it does seem that the care of three children is an awesome responsibility for a 13 year old and a number of questions could be raised about the effects on all four children.

TABLE 55. PROFILE OF CARETAKERS (OTHER THAN PARENT)

Age			Responsible for Other Duties		Training and/or Experience	
Age Ranges	Percent of Caretakers		Responsibility	Percent of Caretakers	Level of Training/Experience	Percent of Caretakers
Years	Relative	Non-Relative				
Under 13		2%	Yes	57%	Training Only	3%
13-15	6%	2	No	42	Experience Only	85
16-17		2	Not Sure	1%	Training and Experience	12
18-64	18	68%			Training and Experienced and Licensed	3%
65 and Over	2%					

TABLE 56. PROJECTIONS: NEED RE CAPACITY OF LICENSED CHILD CARE FACILITIES

STEARNS COUNTY				
	No. of Licensed Facilities	Licensed Capacity	¹ Capacity of Projected Interest	² Estimated Needed Capacity
Day Care Centers	1	50		
Head Start	1	14		
Proprietary				
Total	6	64	550	138
1/2 Day Preschools				
Head Start	2	95		
Proprietary	4	105		
Total	6	200	2,960	740
Family Day Care	67	224	1,868	467
Total		448	5,378	1,345
SHERBURNE COUNTY				
	No. of Licensed Facilities	Licensed Capacity	Capacity of Projected Interest	Estimated Needed Capacity
Day Care Center	0	0	96	24
1/2 Day Preschool	1	20	411	103
Family Day Care	5	18	175	44
Total		38	682	171
BENTON COUNTY				
	No. of Licensed Facilities	Licensed Capacity	Capacity of Projected Interest	Estimated Needed Capacity
Day Care Center	0	0	141	35
1/2 Day Preschool	0	0	597	149
Family Day Care	6	22	353	88
Total		22	1,091	272

¹ Capacity Projected = $\frac{\# \text{ chn. 0-5 in County}}{\# \text{ chn. 0-5 per family}} \times \% \text{ of mothers' interest} \times \# \text{ chn. of appropriate age per family}$

² Estimated needed capacity = capacity projected interest minus 75% who will not use because of various factors.

IN THREE COUNTY AREA

Total licensed capacity	548
Total No. of children 0-5 years	16,074
Estimated No. of children 0-5 with working mothers	3,934
Total No. of children 0-14 years	41,745
Estimated No. of children 0-14 years with working mothers	10,223

TABLE 57. PROJECTIONS: NEEDS RE FAMILY DAY CARE LICENSING

COUNTY	NO. OF CHILDREN ¹ 5 YEARS AND UNDER	PROJECTED NO. OF ² CHILDREN 5 & UNDER IN FAMILY WITH WORKING MOTHERS	PROJECTED NO. OF CHILDREN IN FAMILY DAY CARE (5 AND UNDER)			NO. OF LICENSED ⁵ HOMES REQUIRED TO MEET PRESENT NEEDS FOR CHILDREN 5 AND UNDER
			LICENSED ³	UNLICENSED ⁴	TOTAL	
Stearns	11,185	2,650	0	893	893	179
Sherburne	2,111	646	6	212	218	43
Benton	2,778	638	3	212	215	43
TOTAL						265
COUNTY	NO. OF CHILDREN 0-14 YEARS	PROJECTED NO. OF CHILDREN 0-14 WHOSE MOTHERS WORK	PROJECTED NO. OF CHILDREN IN FAMILY DAY CARE (0-14 YEARS)			NO. OF LICENSED HOMES REQUIRED TO MEET PRESENT NEEDS FOR CHILDREN 0-14 YEARS
			LICENSED	UNLICENSED	TOTAL	
Stearns	29,519	6,996	0	1,721	1,721	344
Sherburne	5,469	1,673	6	406	412	82
Benton	6,757	1,554	3	379	382	76
TOTAL						502

¹According to 1970 Census²Based on survey finding of % of children with working mothers³Figures projected based on number of children in sample, presently in licensed homes.⁴Figures projected based on number of children in sample presently cared for in other home with sitter (non-relative).⁵Figures based on five children per licensed home.

PART IV.

CARING IS JUDICIOUS CONCERN

Judicious concern? Really caring about children and families is only possible if we make sound judgements rather than voicing random concerns. Much information has been presented, data analyzed, and compared but now it becomes necessary to put the evidence in proper perspective and draw conclusions which can be the basis for action.

To begin let us look at some of the myths about child care services and see what we learn from our findings.

MYTH 1 There is no great need for a lot of child care programs around here.

- Facts
1. The survey finds about 30% of the women in this community are working.
 2. Projecting from the sample to the total population there are 10,223 children 0-14 years whose mothers are working (3,934 children 0-5 years with working mothers).
 3. Interest indicated by mothers in the 3 counties demonstrates that 7,151 children might be placed in some type of child care program.
 4. Present capacity in licensed programs in the 3 counties is only 548. (See Table 56 and Table 57 for projections of needs re capacity in licensed child care facilities.)

MYTH 2 There is very little public interest or support for a comprehensive child care program.

- Facts
1. 63% of the respondents stated that federal monies should provide part of the cost of child care services
 2. 66.5% of the respondents indicated that local and state governments should contribute to the support of child care services.
 3. Many individuals and voluntary groups are interested in seeing appropriate child care programs made available but there is no organization acting as an advocate for children so the efforts are fragmented.

MYTH 3 There is no demand for services.

- Facts
1. Working mothers make arrangements in the quickest, easiest way and since they have little knowledge of alternatives they do what is expedient.
 2. Working mothers have little time or energy to devote to public community action although the need is great.
 3. Children needing decent services cannot speak for themselves.

MYTH 4 There are not enough qualified people to staff child care programs.

- Facts
1. This myth does not define "qualified." A good child care program does not require extensive academic training of its personnel.
 2. Training for staff would be a part of a comprehensive child care service, thus the growth of the program would bring with it opportunities to create more trained personnel.

MYTH 5 Only the poor need child care and besides we can't afford a comprehensive service.

- Facts
1. Quality programs are beyond the pocketbook of most working mothers.

According to this survey the average spent on child care is \$625 per year, yet U.S. Department of Health, Education and Welfare says it costs at a minimum \$2,150 for quality day care (up to \$2,700 for full service) in a non-profit program.

This average is particularly low because 23.7% of the families pay nothing for this service (the father or another relative cares for the child and many children are left alone).

2. Although children are in one kind of child care arrangement or another, most are "getting what their parents pay for," which is custodial care providing for physical not developmental needs.
3. What we can "afford" depends on where we place our priorities. For example:
 - a. "the price of a foot and a half of interstate highway (\$2,400 in 1971) can give one child first rate developmental care for one year."¹

¹ Day Care Who Needs It? League of Women Voters, 1973.

- b. dollars available through revenue sharing could provide partial subsidy of child care programs rather than tax relief, etc.
- 4. Few people would argue that the cost of elementary and secondary education could or should be borne totally by those parents whose children use this service, nor is there argument against tax support for college and other post-secondary programs.
- 5. The primary purpose of quality child care programs is to meet the needs of the children enrolled in them. However, this in no way prevents them from doing much more than this. (In fact, the likelihood of other beneficial effects increases in marked proportion as quality of care improves.) Some other benefits to be gained would include:
 - a. training opportunities for high school and other students who are potential parents to future children.
 - b. opportunities for those parents who use these services to become better parents and to enjoy a better-quality of family life than is currently possible for them. (We have seen strong evidence of the interest parents have in activities related to parent-education. We can also surmise that in the many families where care is provided by the father, opportunities for shared family experiences are limited by the necessity for parents to divide their working hours into two shifts.)
 - c. job opportunities become available to people in the community.

In addition to recognizing a "myth" when we hear it, there are many other factors to consider in making sound judgements regarding a community program of child care.

1. Parents are unaware of the importance of early childhood education or support services as a necessary component of child care. Only 1.7% of the mothers interviewed said that "programming" was an important factor in choosing a child care arrangement.
2. Making child care arrangements is a complex task.
 - a. Data confirms that there were many complications in making child care arrangements.

- 1) Of the 59 working mothers, 25% said their child care arrangements did not cover all the time they were away at work.
 - 2) 10% of the mothers made 2 or more child care arrangements each day for each child.
 - 3) Finding a single child care arrangement to meet the needs of a family including one child who is still in diapers, a second who will soon enter kindergarten, and a third who needs to be within short distance of his elementary school, is not apt to be a simple matter. This is particularly true because of the few licensed programs in the three counties, and the almost non-existent comprehensive child care service.
 - 4) Unless the father is available to care for the children, night care is an almost insurmountable problem.
- b. There are not enough child care services available at a reasonable cost to allow people to choose according to their preferences. Also, it is possible that although some services exist, people are unaware of them.
- 1) of the 49% using someone else's home for child care, 29% of those mothers would prefer a different arrangement.
 - 2) of the total sample, 55% said they would be interested in a 2 or 3 day a week 1/2 day program.
3. Choice of a child care arrangement must be understood in terms of options. Options actually exist only when knowledge, preference, ability to pay, and other special family circumstances are taken into consideration.
- a. The overwhelming preference in child care arrangements was stated to be "in own home with sitter," but this must be weighed against the fact that less than half of those interviewed were aware that Family Day Care is a service and a scant 9% could say whether or not it existed in this three-county area.
 - b. Center-based care ranks high in preference with those women who have the lowest family income, and this must be seen to have at least some correlation with the facts that free or low-cost care in a center may be available to them and that 100% of this group has knowledge of the service.

- c. In our study, 47% of the urban preschoolers whose mothers work, are under three years old. Quite naturally, this might have an adverse effect on preferences for programs like nursery schools and day care centers, since most of these do not enroll children before age three. This does point out the need for developmental programs for children under three years.
 - d. Most working mothers lead busy lives. They go to work in order "to help cover basic living expenses." according to our study. But becoming employed outside the home creates new problems and complications too. Unless there are such important variables as low cost, unusual quality, transportation for the school age child, or other things which make complexity worth the effort, it is reasonable to assume that simple and convenient child care arrangements will be chosen regardless of their ability to meet children's developmental needs.
 - e. Cost is stated as a prime factor in choice of arrangements by less than 5% of the group and of secondary importance to less than 15%, yet it rates disproportionately as only "fair" when factors are evaluated by users...getting twice the percentage of any other factor ranked as "fair" by those who use child care. It's importance becomes even more clear when we see that nearly 25% of the mothers report "no cost" for the service they do use.
 - f. Location or convenience of the child care arrangement can be seen as an important aspect of the decision from the 79.7% who rate it as "excellent" in their evaluations and the consistency of its rating as both a primary and secondary factor in choice of arrangements. When people appear to be saying the same type of thing in several ways at different times, it becomes increasingly obvious that it is of real importance to them.
4. Poor quality care is allowed to exist.
- a. Child care does not have a high priority place in the community, therefore cost of operating good quality programs is thought to be too high.
 - b. Evaluation of child care arrangements is affected by several factors.
 - 1) A lack of knowledge. Because mothers do not have enough pertinent information to set criteria they tend to take what they can get and see it as sufficient.

- 2) Mothers feel if they admit that the child care arrangement made is less than adequate they will be seen as inadequate mothers.
 - 3) Since mothers must compete in the labor force, they must appear to have solved their child care problems.
5. Licensing requirements are not enforced or made known to the public.
- a. Data shows that almost half of the working mothers place their children in someone else's home for child care, and that 79% of those are not relatives - therefore requiring a license to serve children. Yet only 3 children are in licensed facilities (8.6% of those which require a license.) This leads to the conclusion that 91.4% of arrangements which require a license are actually unlicensed.
 - b. Projections based on the data indicate that the need for licensed day care programs is dramatically significant (see Tables 54 and 55) yet the public is usually unaware of the situation.
 - c. County Welfare Departments are responsible for family day care licensing. Assigned staff often have many responsibilities and child care is given second or third place in work priority.
 - d. The State Department of Public Welfare is responsible for licensing and monitoring group facilities but the shortage of staff requires licensing workers to serve up to 29 counties which means relating to sometimes 80 or more centers.
6. There are some special needs in child care.
- a. Emergency care
 - 1) 76.3% of working mothers say they would stay home if a child became ill. 2/3 of these women would not be paid for the time they would have to take off. Conclusions which can be drawn are:
 - a) no service is available in the community to care for a sick child.
 - b) it is difficult to obtain a sitter to care for a sick child, particularly on short notice.
 - c) most employers do not provide sick leave or vacation time for this purpose.

- 2) Of those women who would have someone else stay with a sick child, 7.7% would keep an older sibling out of school for this reason. (1.7% of children of working mothers.) Although this is a small figure, when projected, the number of children missing school creates a problem that the community should be aware of and deal with.

b. Service to the handicapped.

- 1) In this sample 10% of those families with children 5 years of age and under had at least one handicapped child.
- 2) Special attention needs to be given to early identification of children who are retarded or who have learning disabilities. This assumption is based on the fact that 20 families indicated that there were 25 children having various handicaps but not even one case of retardation or slow learning was reported.
- 3) Based on the fact that 35% of those mothers having at least one handicapped child indicated that they were receiving no services and would like to have some, it must be assumed that either people are unaware of existing services or there are not enough available.

Considering the facts, then, the conclusions can be stated simply as follows:

There is a need to inform the citizens about child care needs and services.

There is a need to improve and expand the licensing of child care facilities.

There is a need to expand the existing services in family day care, center day care and nursery schools.

There is a need to develop innovative programs to serve the special needs of children of working mothers and handicapped children as well as those children in sparsely populated rural areas.

There is a need to improve the quality of existing child care services.

There is a need to develop and coordinate the support of interested citizens as well as community agencies and institutions.

There is a need to provide assistance to parents in:

- making appropriate child care arrangements
- meeting the cost of care

There is a need to develop resources to provide auxiliary services such as health screening and diagnosis, mental health counseling, etc.

PART V.

CARING IS COMMITMENT

"Indifference and inattention are the two most dangerous monsters that you will ever meet."

Robert Millikan

This report is a call for the commitment of the reader to combat the indifference and inattention that has plagued child care for so many years. This kind of caring would give child care its proper place in our value system. Having status as a value would guarantee that:

- people would invest time regularly in working towards stated goals.
- money needed would be found
- those committed would "stand up" and defend it and speak for it.
- the commitment would be a long term one

Analysis of the data gathered in this survey resulted in the conclusion that specific needs exist. These are listed in Section IV. The following recommendations are presented for consideration in developing a course of action to meet those needs. They are presented in outline form, not in order of priority, since they are mutually inclusive and interdependent. One cannot be accomplished without the other. For example, an agency for coordinating child care services may be seen as a vehicle for public education but it could not be established without the support of an educated public.

I. Establish a system for community coordination of child care.

A. Seek broad-based public support.

- county government
- city government
- civic organizations
- educational institution (public and private)
- religious organizations
- unions and other labor groups
- business and industry
- local radio and TV and press
- special interest groups, e.g., ARC
- individuals who are interested or involved.
- Regional Planning Organizations, e.g. Comprehensive Health Planning, Development Commissions, and Developmental Disabilities.

1. Define possible roles for the various groups and individuals in promoting the need to provide Human Services.
2. Determine ways to open the door to the sharing of the total responsibility in order to establish a good working relationship between the public and private sectors.
3. Seek funding resources from voluntary (private) and governmental (public) agencies at local, state and federal levels.

B. Plan and Develop a coordinating agency.

1. Define the administrative structure using the broadly based support that has been enlisted. Use 4C (Community Coordinated Child Care) Guidelines provided by HEW.
2. Determine role and responsibility of the new organization in relation to existing community agencies.

e.g. - referral
 - evaluation and/or monitoring
 - coordination of voluntary action
 - coordination of auxiliary services
 (see also Direct Services listed below)

II. Establish a system for public education regarding child care.

A. Develop informational materials that will do such things as:

1. Make public aware of what kinds of services should be available for their children.
2. Help people understand what quality care is
3. Introduce people to existing services and explain details of what each type of program can provide
4. Help parents develop criteria by which to judge child care services as they need to make a selection.

e.g. - how to rate the person's qualifications
 - how to inspect facilities
 - how to observe programs

5. Help people understand the dangers of leaving children unattended for even a short period of time.
6. Encourage community citizens to participate in development of services as needed.

7. upgrade the status of licensed programs.
- B. Plan and carry on a public education campaign.
 1. Enlist support and cooperation of all agencies and institutions having some stake in child care.
 2. Use a variety of media and methods
 - e.g. - newspapers - magazines
 - TV - radio
 - child care programs for "open houses"
(see ideas for implementation for additional suggestions)

III. Make direct services available to the community.

- A. Referral and information
 1. Establish service for parents to assist with:
 - a. making child care arrangements
 - b. meeting cost of care (funding, income tax deduction information)
 2. Establish resource center for caregivers which will provide:
 - a. information about child care and child development
 - b. educational materials re programming
 - c. equipment ideas and examples
- B. Expansion of Services
 1. Explore possibilities of expansion of existing services.
 - a. offer additional 1/2 day (2-3 day per week) programs in various parts of three-county area.
 - 1) possible mobile unit (truck, van, etc.)
 - 2) possible use of homes that would be eligible for license
 - 3) possible use of churches or other public or civic space
 - b. create family day care satellite services.
 - 1) supervised by center that is close by
 - 2) supervised by Home Start component of Head Start

- c. purchase day care for specific children in private day care homes.
- 2. Stimulate other community agencies to participate in providing services for children. (Churches, social service agencies, schools, civic groups, etc.)
 - a. establish and operate programs
 - b. work with TRI-CAP by providing partial funding of programs
 - c. provide scholarships for individual children
 - d. upgrade status of subsidized care
- C. Establish Auxiliary Services
 - 1. Transportation
 - a. use volunteer drivers - pay mileage
 - b. use existing transportation systems (e.g., church or school buses).
 - 2. Physical and Mental Health
 - a. comprehensive screening program for all pre-school children to detect problems which need diagnosis and treatment.
 - b. a screening program (High Risk Clinic) to identify problems during the crucial periods of prenatal, birth, and infancy.
 - c. health education program for parents and caregivers as well as children.
 - d. counseling for parents related to child rearing problems.
 - e. consultation for caregivers related to children with special problems.
- D. Improvement of Services
 - 1. Establish training programs for
 - family day care operators
 - group day care staff
 - in-home caregivers

- a. utilize community educational institutions
 - b. develop a cadre of resource people who can participate as trainers
2. Organize the family day care operators so they will have improved status and can receive services.
- e.g. - a newsletter
 - cooperative buying of equipment and supplies
 - group insurance rates
 - tax and social security information
3. Organize specific citizen interest groups to pressure the various agencies/businesses/institutions to assume their proper role in the provision of child care services. These citizen groups should also be involved in the continuous assessment of the performance factor once the role has been assumed.
- e.g. - local county welfare departments, the agency responsible for licensing of family day care homes, must take the initiative to seek out those homes who are currently operating unlicensed and enforce the licensing regulations. (It is a misdemeanor to operate unlicensed.)
 - unions and/or employees must press for adequate fringe benefits (sick leave and vacation time) for women employees as well as a better understanding of the special problems that working women encounter.
 - school districts have the responsibility of providing services for handicapped children 4 years and over. They should assume a leading role in early identification of children with handicapping conditions as well as coordinating the services to be provided.
 - city, county and state governing bodies must give an appropriate priority rating to Human Services, particularly services for young children. Allocation of funds for preventive services become a wise expenditure in the long run.

GLOSSARY

AFTER-SCHOOL CARE OR EXTENDED CARE

Care given school age children during the hours before or after the regular school hours and/or during school vacation periods.

CARETAKER OR CAREGIVER

Any person responsible for taking care of a child or children when the parent is not present.

CHILDREN

Defined here as any dependents under 18 years of age living in the household. This would include the mother's own children, step children, adopted children or foster children.

DAY CARE

All those arrangements whereby individuals or groups, other than parents or guardians, regularly take charge of and are responsible for non-related children during periods of time when parents or guardians are not present. This is an "umbrella" term, which includes but is not limited to, group day care, family day care, nursery school, day care center, Head Start, DAC.

DAY CARE CENTER

Arrangements where six or more children are cared for in a group setting. Licensed Day Care Centers must meet state requirements regarding space, equipment, staff, program, etc. The centers may be in homes, community centers, schools, churches, or any suitable structure. Day Care Center Personnel are people interested in children. They often have had child-related training and experience. The Day Care Center usually offers group care for the young child three to five years old. It may also offer group activity for the school age child.

DAC (DAYTIME ACTIVITY CENTER)

Day Care Centers for the mentally retarded. These programs are usually funded by local, state, and federal money. DAC's serve all ages, from 3 years into adulthood, and they are required to serve those retarded who are excluded from the public school because of age, IQ level, physical handicaps, etc. They must meet special licensing requirements and provide programs suitable to both chronological and mental age levels.

FAMILY DAY CARE

Arrangements where a woman cares for children (who are not related to her) in her home. Licensed family day care is regulated in Minnesota so that the number of children cared for in any one home does not exceed five. These may be of any age, except that no more than two children under one year of age may be in any family day care home. The home must meet minimum standards of health, safety, etc.

GROUP DAY CARE

A term which refers to care of six or more children in one facility. It would include such kinds of situations as day care center, nursery school, head start, day nursery, play group, day activity center, etc.

HEAD START

A Federally funded program for children 3 to 5 years old who are from low-income families. Opportunities for growth and development are enhanced by providing health, education and social services for the child and his family. The programs utilize professional and non-professional staff and also use volunteers.

HOMEMAKER SERVICES

Services related to care of home and children, e.g., cleaning, sewing, cooking, etc., provided by a social service agency to teach skills to the mother or to care for the family in emergency situations.

MULTIPLE CHILD CARE ARRANGEMENTS

This term refers to the situation where there were two or more children in a family unit and the mother made different child care arrangements for each child rather than make one arrangement for all her children simultaneously. A mother who made multiple child care arrangements may also have made primary and secondary arrangements for one or more of her children during a given day, week or month.

NURSERY SCHOOL OR DAY NURSERY

A center for six or more children who are between the ages of three and six. Activities are planned during specific hours and these are of an educational or enriching nature.

PRIMARY CHILD CARE ARRANGEMENT

This term refers to the place where the working mother's child was cared for and/or the person who took care of the child over the longest period of time in a given day, week or month. This applies to one child or more than one child from the same family who were cared for all in the same way.

SECONDARY CHILD CARE ARRANGEMENT

This term refers to the place where the working mother's child was cared for and/or the person who took care of the child for a shorter period of time than the primary CCA and such an arrangement was used as a supplement to the primary. This applies to one child or more than one child from the same family who were cared for all in the same way.

WORKING MOTHER

Women who work for pay outside their own home. This study specifically includes women who are presently working or who have worked during the past year. It excludes women who work in their own homes or who work outside the home on a voluntary basis.